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ABSTRACT

Volume 2 of the handbook has been designed to supplement the material presented in Volume 1, which was concerned with basic problems associated with the Adult Basic Education (ABE) classroom. Volume 2 aims at a wider audience. Chapter 1 attempts to give a detailed description of the deprived adult learner, and considers such questions as how they are; why they are as they are; and what to do about it. Chapter 2 suggests some methods and means of increasing and improving services to the deprived. Chapters 3 and 4 present some data and arguments favoring public support of adult education. Chapter 5 considers the crucial problem of communicating and interacting with the deprived. Chapters 6 and 7 attempt to make Chapter 2 more extensive, intensive, and protensive by setting forth curriculum practices and suggesting techniques, tools, and trends in ABE. Chapter 7 indicates how the total program in adult education may be improved, unified, and made more continuous through the coordinated efforts of administrators and supervisors in the field. Finally, the appendixes, through a series of position papers, present some thought-provoking subject matter selected from a wide array of scholars considered knowledgeable in the area of adult education. (Author)

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A
HANDBOOK
FOR
ADULT
BASIC
EDUCATION

by

MARSHALL
LEE
MORRISON

ALABAMA
STATE
UNIVERSITY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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PREFACE

Volume II of the Handbook in Adult Basic Education has been designed to supplement the material presented in Volume I of the Handbook. Volume I suggested some problems that appeared to be of major concern to teachers and administrators who were relatively new in the field of Adult Basic Education. Thus, the material was rather limited in scope in that it was concerned with those basic problems likely to be associated with the ABE classroom. The material being limited to use by the ABE teacher, tended to limit the extent of the population that would consider the text to be a useful tool in their own immediate area. In Volume II of the Handbook, attempt has been made to appeal to a more extensive array of audiences by presenting materials that are—or ought to be—of major concern to education in general and Adult Basic Education in particular. The problems of education in an American democracy are not the restricted concerns of educators alone. Educational problems permeate the entire social structure of the American scene. Such problems concern and/or affect the professional and the non-professional; the affluent and those in poverty; the intellectually elite and those of medium or meagre intelligence; in fact, such problems affect each individual and every group that goes to make up what is known as human-kind. If this assumption is acceptable to those who resort to logic as a criterion, it seems feasible to suggest that since education affects all of the people of society, it should be the major concern of all of the people of society. And, as such, it should be funded and supported by every member of society, with each member receiving the benefits of the institutions that were made possible by the funding and the support. In Volume II of the Handbook the thesis is set forth that *those who provide support for education should receive the benefits of education, regardless of race, color, creed, or even age.*

Chapter I attempts to give a detailed description of the deprived adult learner, and considers such questions as how they are; why they are as they are; and what to do about it. Chapter II suggests some methods and means of increasing and improving services to the deprived. Chapters III and IV present some data and arguments favoring public support of adult education. Chapter V considers the crucial problem of communicating and interacting with the deprived. Chapters VI and VII attempt to make Chapter II more extensive, intensive, and protensive by setting forth curriculum practices and suggesting techniques, tools and trends in ABE. Chapter VII indicates how the total program in adult education may be improved, unified, and made more continuous through the coordinated efforts of administrators and supervisors in the field. Finally, the Appendices, through a series of Position Papers, present some thought-provoking subject-matter selected from a wide array of scholars considered knowledgeable in the area of adult education.

The contributions of many people have made the production of this volume possible. Needless to say, space will not allow even the listing of all individuals and groups who have made significant contributions to this publication. Nonetheless, even at the risk of unintentionally omitting the names of some, who have—either consciously or unconsciously—made contributions that made this publication possible, it appears to be the inescapable task of this writer to mention a selected few who—in the opinion of the writer—have made contributions, set forth suggestions, and affected the writer to the extent that the exclusion of names would appear to be malfeasance, misfeasance, if not nonfeasance of professional ethics. Chief among these is Orin B. Graff, of the University of Tennessee, who channeled and conditioned my thinking in the area of higher education; George W. Gore, my college teacher, Dean, and my educational idol; Norman O. Parker, Coordinator of Adult Education, State Department of Education, of the State Alabama, without whose assistance and encouragement neither Volume I or II would have been either attempted or concluded; Levi Watkins, President of the University, and Gordon C. Bliss, Dean of the College of Education, who have spearheaded the Program of Adult Basic Education on the college campus. Specific thanks and appreciations go to our celebrated roster of consultants: Edward T. Brown, Director of SREB, who has rendered limitless help and assistance through expertise and leadership in Region IV; William "Bill" Phillips, Chief Officer of HEW in Region IV; and the thousands of students in the Graduate Program of Studies who have elected to take courses in education listed in the college catalogue as "requirements or electives" in adult basic education". We cannot fail to mention those experts in adult education who, heeding our call: "*Come over to Macedonia and help us*", did just that, and gratiously. These include: Luther Black of State Department of Education of Arkansas; Donnie Dutton, Memphis State University; George W. Gore, President Emeritus of Florida A. & M. University; Charles Kozell of the University of Georgia; James D. Malone, Gallatin, Tennessee; Atheal Pierce of Alabama State University; Don Seamon of Texas A & M University; and Curtis Ulmer, University of Georgia. Final thanks go to George W. Gore, President Emeritus of Florida A & M University who edited the publication and to Jacob H. Bronaugh who served as an associate editor and advisor of the publication. Foremost and finally, felicitations are extended to my wife "Julia", whose tolerance and understanding during the period of production of this publication was of inestimable value and assistance. My sincere appreciation goes out to our Adult Basic Education Staff, Doris Sanders, Associate Director; Rosa McCloud, Instructor.

M.L. Morrison

FOREWORD

This Handbook for Adult Basic Education is the results of years of experience in working with the undereducated adults and of observing successful Adult Education Programs throughout the United States. The information in this book is designed to be both practical and general to assist Adult Basic Education personnel in all areas of the State to plan and implement an Adult Education Program to meet the divergent needs of the undereducated adults in Alabama.

The success of Adult Basic Education is determined more by its teachers than by content, by how they teach than what they teach. There has been an ever-increasing demand by teachers for an instrument that provides usable information in organizing new classes, teaching them and keeping attendance to a maximum.

It is the intent of ABE Program to bring Adult Basic Education within the reach of all adults, sixteen years of age and older with little or no schooling, who want to initiate or continue their education. The acquisition of new skills will raise the educational training, more productive work, and a better citizenry in today's society.

I believe that this book does provide this useful information. If we will follow its suggestions, we can have an even better program for the undereducated adults.

Norman O. Parker
Coordinator of Adult
Education

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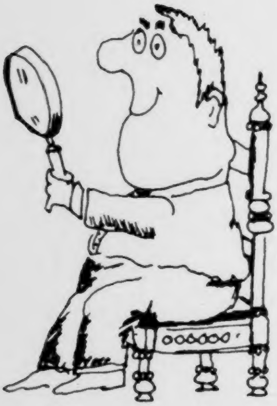


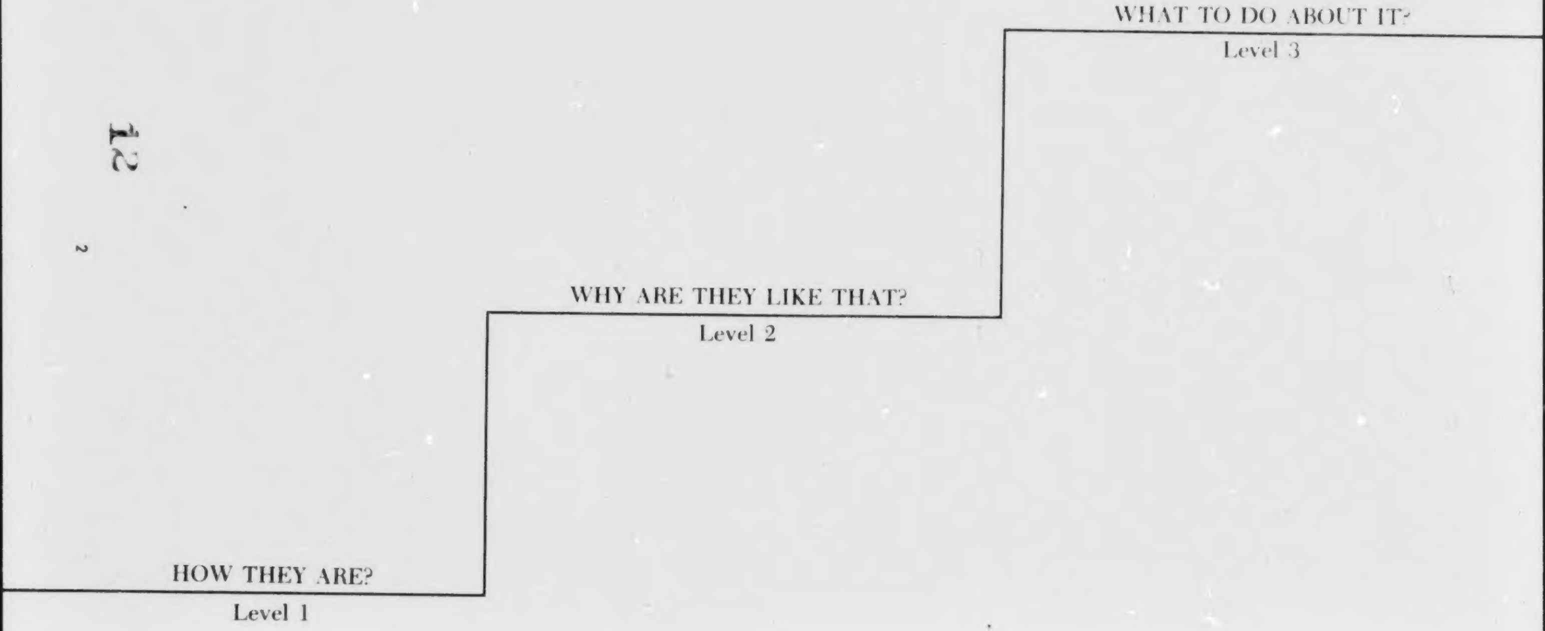
CHARACTERISTICS OF THE DEPRIVED ADULT IN ADULT BASIC EDUCATION

CHAPTER ONE

CHARACTERISTICS OF DEPRIVED LEARNERS: HOW THEY ARE; WHY THEY ARE LIKE THAT; WHAT TO DO ABOUT IT?

Education has more self-chosen experts in its field than perhaps any other area in American life. And, Adult Basic Education (since it deals with the deprived learner) is no exception. Many of these so-called experts feel that they can tell you exactly how "those people" are; they can tell you precisely just what *ought* to be done to "them," or even in some cases "with them." These "experts" know that "those folk" are different from us in that they have no sense of moral and spiritual values; they are dirty and filthy because they just want to be that way, or are simply too lazy to do anything about it. Many varied types of epithets and criticisms are hurled at them. One frequently hears such condemnation as "those people," "you people," and "*them*." "They are promiscuous and immoral; they are irresponsible and desert their families; they simply will not work; they are too aggressive; they have no respect for law and order; they are loud and boisterous; they have no respect for authority," and on and on ad infinitum. Quite a number of people pretend to know the answers to questions like "What they are? or, "How they are?" This may be due to the fact that it is easier to observe the physical behavior of an individual than it is to determine the psychological factors or other stimuli that cause him to behave as he does. In this paper we propose to consider three levels of questions: 1) How they are? (questions on this level would be those on the lower level. 2) Why they are like that? (in short why do they behave as he does). These are questions of the second level and are a little more difficult to answer. Consequently, many of our so-called experts do not even bother to approach this realm of thought. Rather, they prefer to remain on the more comfortable lower level. 3) "What to do about it"? The many seldom if ever venture into this realm of thought. Few indeed are those with the courage, intelligence, and determination to come to grips with the problem and its cause, and then try to do something about the problem.

CHARACTERISTICS OF THE DEPRIVED LEARNERS
HOW THEY ARE? WHY THEY ARE LIKE THAT? AND, WHAT TO DO ABOUT IT?


WHAT TO DO ABOUT IT?
Level 3
WHY ARE THEY LIKE THAT?
Level 2
HOW THEY ARE?
Level 1

John Bunyan in his immortal *Pilgrim's Progress* described a vain, self-righteous pilgrim who had obtained a long pole and was vigorously stirring up the filth and decaying matter that he found in a cesspool near the roadside. The more the pilgrim stirred the filth the more intense became its revolting stench. The more the stench increased in intensity the more the pilgrim complained of the obnoxious odor. Yet, he continued stirring up the filth in the cesspool. Bunyan called this type of activity "muckraking." This is to say that those in society who do nothing but stir up dirt and filth in society and then do nothing but call attention to the stench are muckraking. Here there seems to be an analogy between Bunyan's muckraker and those self-chosen social experts who stir up disorder in the social order, and then complain of the unpleasantness of the results. Thus, a consideration of all three phases of the problem seems to be logical in that it is of just as much importance to find out *why* these disadvantaged behave as they do, as it seems to be to find out what to do about the problem. In the following paragraphs we will list some of the characteristics that tend to describe *how* these groups or individuals are. And, we will attempt to suggest some causes for this behavior. Finally, we propose to make some proposals that may be used in confronting the problem. The characteristics, the suggested causes of the deviant behavior of the deprived, and the suggested solutions (what should be done about it) will be presented in the order mentioned.

A. *Characteristics of the Deprived:* How They are? Behavioral scientists have listed many characteristics that tend to make the deprived distinguishable from their counterpart, the more affluent. Some of the characteristics that may be determined by observing behavior are:

1. They have a poor image of self. They may exhibit negative feelings about their personal worth.
2. As a result of extended feelings of undesirable self-esteem, they may come to hate not only themselves but may tend to reject their own racial group, other racial groups, even including their own family. But they do not exhibit this rejection of their peers (those in their "gang.")
3. Disadvantaged youth (particularly Black males) having been brought up in a matriarchal society may develop a sense of worthlessness that contrasts immensely with the feelings evidenced by the middle-class male brought up in a home that is under dominant male influence.
4. Having had a history of repeated failure in school they are likely to exhibit a fear or hatred of school.
5. They may appear to be domineering and authoritative in dealing with others. Or they may allow themselves to be dominated, especially by the accepted leader of the gang.

6. Having grown up in an authoritarian home, they may seek out the authoritarian leader in the school as a model and an idol.
7. When confronted by a problem that is complex or faced with a situation that is threatening to them, they may withdraw into their shell.
8. In social situations they often are loud, boisterous; and may seem to take delight in resisting those in authority.
9. They often exhibit more loyalty to their peers than even do their more affluent classmates. They may steadfastly refuse to give the answer to a problem (even one that they know) if one of the members of their group has failed to solve the problem.
10. When confronted with a situation in which they sense their own insecurity, they are likely to exhibit disinterest, apathy, lethargy, or even hostility.
11. They appear to be quite deficient in the knowledge and use of those "social graces" that are deemed essential to the middle-class.
12. They are likely to exhibit far less verbal ability than they actually have. They have great difficulty in harmonizing nouns and verbs.
13. They are like to exhibit leadership on the playground—where motor skills take precedence over cognitive skills.
14. They are usually non-verbal in the classroom unless their emotions are aroused, in which case they resort to the profanity used in the ghetto.
15. Having been brought up in a family that was highly disorganized they are likely to evidence delinquent behavior at an early age.
16. They are suspicious of their teachers and all others that represent authority to them.
17. Having experienced very little success in academic activities they are likely to try to show their manhood through sexual prowess, physical aggression, or other deviant behaviors.
18. Their pattern of living is based upon the "live for today" philosophy.
19. They may have developed the attitude that "unless I fight for what is mine, and unless I take care of myself, nobody else will."
20. They know that the school, the church, and other agencies of the community feel that the affluent are of more worth than they are.
21. They know that when the affluent are placed before the "Bar of Justice" they are going to get more consideration than they do.
22. They are likely to have less respect for their father or older male members of their family than members of the middle-class have for their fathers.
23. The schools, being based upon middle-class values, may cause them to develop an "Aw' what the hell" attitude toward school.
24. They are extremely suspicious and sensitive. They may easily be insulted at "the drop of a hat."

25. They may show no fear of personal injury. They have been trained through relationship with the gang, to "take up for themselves." They may have learned that aggressiveness is their only weapon against the slum landlord, the slum merchant, or the dishonest bill collector and, in some cases, the domineering and dictatorial teacher.
26. They frequently know that they have been catalogued as "dumb," "ignorant," and "worthless," so they try to fulfill this expectation.
27. They often find themselves confronted with the problem of "divided loyalties" when they are taught a different type of linguistics from that used in the home. The family looks with suspicion upon all that "uppity talk" that they teach them in school. The school is likely to ridicule the sub-standard English that they on the other hand constantly hear and use in the home.
28. They are likely to be more successful when working with concrete problems than with those that are abstract.
29. The experiences that they have had in deprived areas are likely to be quite foreign to the experiences that they encounter in school.
30. They are characteristically slower than middle-class learners in solving problems that require cognitive skills.
31. Having been the victims of a "restricted" language they are likely to be at a loss in the classroom that utilizes "elaborate" linguistic patterns.
32. They are usually less competitive, especially in academic tasks, at least, than the more affluent.
33. They lack the ability to use adults as sources of information for satisfying curiosity.
34. Their attention span is usually shorter than that of the middle-class learner.
35. They may experience great difficulty in working within time limits.
36. The lower-income home is not verbally oriented. Thus the learner is likely to have little opportunity to hear concepts verbalized.
37. They are likely to be more resourceful and dependable in taking care of siblings than the more affluent.
38. Their language development often lags behind their perceptual development.
39. There is usually little interest in reading which is so valued by the school. Reading is not valued or considered necessary in their environment.
40. They have no feeling that their economic status or that their social position can be improved through persistence and sacrifice.
41. They may place small value on such things as honesty, responsibility, and respectability.
42. Having been reared in a neighborhood where there is little supervised play and little parental influence, they are likely to resent the

apparent rigorous supervision and regulations that accompany school activities.

43. They are likely to feel conflicts between school demands and the contrasting and competitive demands of making a living, companionship with friends, wandering around doing nothing.
44. They have great hostility for the school because they recognize that their values and their segment of society are not an integral part of the public school system.
45. Being the victims of a restricted environment their experiences and overall knowledge are more limited than that of the middle-class.
46. Their status among family and friends is not dependent upon academic achievement or educational status. The fact is, the acquisition of an education may do much to alienate them from family and friends.
47. They may come from an environment that places small value on social skills, good work habits, and strenuous study habits that are essential for success in school.
48. Higher education, technical training, etc. are considered prohibitive because of cost and ability to achieve success.
49. The social systems operating in the school and within society tend to reject them and they have no techniques wherein they may be assured the privilege of becoming an integral part of these two systems.
50. Both teachers and society operate on two conflicting sets of beliefs: 1) those that are merely expressional; and 2) those that are operational. However, the two sets of beliefs are not in agreement with each other and this works against the disadvantaged learner.

B. *Why Deprived Learners Believe and/or Behave As They Do.* It is more difficult to determine why one behaves as he does in a certain manner, when confronted with specific situation, than it is to determine what one believes. One's behavior is more than likely to be determined by what one believes, rather than by what he professes to believe. Many insights can be developed into what one believes by helping the individual to investigate the source of his beliefs. Some of the sources of beliefs are 1) parents, family, and friends; 2) customs, and traditions of the community; 3) excessive appeals to authority; 4) uncritical appeals to common-sense; biases and prejudices of the majority group; 5) personalized theories that are encumbered by emotions; and 6) beliefs that are based upon longevity in their resistance to change. During preceding paragraphs several characteristics were cited indicating how the deprived are, or rather how they behave. This section will deal with the question of why they behave as they do. Neither time, space, nor intent of this report will allow a full discussion of the many characteristics listed in the previous section of this report.

Rather, a few short, specific statements will be made on each of the suggested characteristics, and hopefully the statements will be specific enough to be significant to ABE teachers and at the same time have some implications for the educational process at all levels. In light of the "How they are," as presented in the previous section, let us now consider—in the order of the listings—the "Why they are" as they are.

1. They have a bad image of self; exhibit negative feelings of personal worth. Possible cause: They usually see themselves as others see them. They tend to hate others in terms of the manner in which they hate or disapprove of themselves. They feel that "everyman's hand is against them and they are therefore against every man. They have a history of repeated failure so why suffer the humiliation of further experiences with failure.
2. Lack of self-esteem causes hate of self and rejection of own race, and even of others, including family similar to the symptoms presented in the first characteristics. They hate themselves on account of their apparent inability to succeed. But more importantly, they hate the school and society for their failure. They seldom, if ever, blame themselves for their predicament. Stated in another manner, have you ever—from the viewpoint of the criminal in prison—seen a criminal that deserved to be there? If all men were their own judges and juries in all criminal cases, there would be no criminals who were incarcerated.
3. Male youths brought up under the domination of female heads of household may develop a sense of worthlessness. Cause: The male adolescent seeing a female—his mother—or, in many cases merely a female—his father's mistress—assuming the dominant role in the family in regards to bearing the chief responsibilities of the family: rent, food, clothing, etc. So, he gains a poor image of manhood and even himself.
4. A history of repeated failure in school causes them to fear and hate school. Cause: the cause is quite obvious. When we succeed it affects us positively. And, when we fail, it affects us negatively. They simply hate that which they cannot control or conquer.
5. They may appear to be domineering and authoritative in dealing with others. Cause: Having seen their mother assume the domineering role as the result of her being the chief "breadwinner" they naturally assume that this is the most secure role to follow. And they are likely to idolize those in the school or in society who exhibit this role.
6. Being the member of an authoritarian home (in which the mother is the dominating influence) they learn to admire this type of influence. Cause: Refer to item 5 in the previous statement.
7. They have a tendency to withdraw under threatening situations.

Cause: rather than admit inability or potential to fulfill a task, they may seek to disguise their deficiency under a cloak of disinterest or withdrawal. It is far easier for them to say "I don't care, or "I don't want to" than to say "I don't know" or I am unable to."

8. They may be loud and boisterous in social situations. Cause: wherein, the affluent are taught in their society to be graceful; to wait until you have an audience; to never interrupt another; the disadvantaged gain the floor or (the ear of others) by the use of volume in the exchange of ideas.
9. They evidence more loyalty to friends and peers than the affluent. Cause: They have great admiration and respect for the "belongingness" that they find in their gang. They had rather forfeit the administration and respect of all (including parents, teachers, society, and even "the law" than to lose the feeling of belonging that accompanies membership in the gang.
10. There is an exhibition of apathy, lethargy and hostility when insecure. Cause: They are sensitive and full of pride—despite their ruse to show evidence that they are not chagrined at their own disability to cope. Therefore they resort to many simulations to cover up for existing deficiencies.
11. They show deficiencies in social graces. Cause: They may, or may not, be deficient in those social graces deemed so essential to the affluent. Their attitude may be one of survival. In affluent homes, where food is in abundance, where "second-helpings" are a matter of request, social graces (at the table) may seem feasible. But, in areas in which there is not enough food to "go around," and the "first shall be both the *first* and the *last* (to eat that particular meal, that is) social graces do not make much sense to them. *Think about this, seriously.*
12. They are likely to exhibit far less verbal ability than they have. Cause: There are at least two kinds of communications. 1) Communications the purpose of which is to *conceal* ideas or information from those that the conveyer of the idea does not wish to apprehend. 2) Communications the purpose of which is to convey or interchange ideas, the one to the other.
13. They exercise leadership on the playground rather than in class. Cause: leadership on the playground requires more motor skills than the cognitive skills required in classroom activities. Often the disadvantaged try to compensate for psychological deficiencies by concentrating upon the development of the physical body and accompanying motor skills.
14. They are usually non-verbal in class unless emotionally aroused. Cause: The type of standard English used in class seems quite foreign to them. And, rather than use their sub-standard English and be criticized or ridiculed, they prefer to remain quiet; that is, unless

they are emotionalized to the point of anger or frustration.

15. They are likely to evidence delinquent behavior at early age: Cause: their family life usually being disrupted by divorce and/or separation of the parents is usually not conducive to the development of desired behavior as viewed by the middle-class. Too, the environment and neighborhood in which they are reared has great effects upon his deviant behavior.
16. They are suspicious of their teachers and of all authority. Having been brought up in an authoritarian home by a domineering mother, the disadvantaged usually are suspicious and resent anyone that reminds them of the unpleasant experiences that they had with authority in the home.
17. Having had little success academically they are likely to try to show manhood in other ways. Cause: the disadvantaged—even as the affluent—are usually hungry for attention and the feeling that accompanies success. And, being unable to acquire these in the academic classroom they resort to other activities that they feel are greater indicators of their manhood than mere "readin', 'ritin', and 'rithmetic."
18. They adhere to the "live today philosophy." Cause: Their Outlook on life is presently so bleak, and has been so dismally disappointing in the past, that they have lost complete hope for a brighter tomorrow.
19. They are aggressive, pugnacious, and always ready to assume the offensive. Cause: whereas the more affluent and the middle-class have been taught to control their temper and exercise their inhibitions, the disadvantaged are taught to not allow "anybody" to take advantage of them.
20. They know that others consider them to be worthless. Cause: Despite the beautiful beatitudes that they *hear* advanced by the church and the school, they *see* a different relationship in the manner in which they are received and respected when compared with the reception of the middle class. In the matter of law and government they see a difference in the manner in which their environments are kept clean and policed as compared with the affluent.
21. Discriminations against them in the courts of law. Cause: They know, see and are quite sensitive to the difference in treatment of different social classes when brought before the "Bar of Justice."
22. They are likely to have little respect for their father and older males of the family. Cause: Having been brought up in a family where the mother is the chief breadwinner and therefore the chief center of authority in the home they are likely to have little respect for their father, who like them, have to also depend upon the mother for board and keep.
23. Middle-class values of the school may discourage them. Cause: They

feel that the values that they foster in school have little or no functional value in the environment in which they live. And, the experiences that they have had in their deprived environment being unacceptable in the school, are predestined to failure. So they adopt a "don't care attitude about school."

24. They are overly sensitive and easily insulted. Cause: Being undereducated, they feel that the better trained individual is continuously trying to outwit them and take advantage of them. And, they resent being taken for a fool, and worse still "being made a fool of."
25. They appear to have no fear of personal injury incurred in fights and brawls. Cause: The apparent "Law of the Jungle" (survive or perish) seems to permeate their whole existence. They feel that it is only through this calculated risk of physical injury that they can ever hope to protect themselves against those who would take advantage of their illiteracy and/or ignorance.
26. They know that they have been catalogued as dumb, ignorant, and worthless by the school and society. Cause: society and its schools, either consciously or unconsciously, place certain labels upon individuals that may be based solely upon race, or upon socio-economic status. The deprived know this and resent it deeply.
27. The problem of divided loyalties between their home and other members of society. Cause: they find themselves trying to conform to two contrasting ways of life: 1) the life-style fostered by society and 2) the style fostered by their home and their immediate environment. The dual demands of the two contrasting systems frustrate them.
28. They are likely to be more successful in concrete situations. Cause: Having had little experience with abstractions they are likely to be deficient in that area.
29. The experiences they have acquired in deprived areas are likely to be considered undesirable in the school environment. Cause: Different segments of society operate under a different set of values.
30. They are likely to be slower than middle-class learners in problem-solving. Cause: Lack of experience in dealing with abstractions tend to intensify their feelings of insecurity, consequently they may proceed more slowly.
31. They have linguistic difficulties due to "restricted speech patterns." Cause: the deprived, having been brought up in an environment in which conversation is carried on in monosyllables or short incomplete sentences, are quite likely to be non-verbal when exposed to the more elaborate language of the middle class.
32. Lack of competitive spirit with other social groups or even with peers (in academic areas at least). Cause: realizing that they are at a decided disadvantage if they compete academically with the af-

fluent, they had rather "fail to try" than to try and fail. They also refuse to compete with their peers on an academic level but their refusal is based upon their loyalty to the group rather than their fear of being surpassed.

33. They fail to use adults as a source of information. Cause: They have been conditioned to mistrust adults. They feel that adults subscribe to one set of values verbally, yet actually adhere to another value pattern when it is to their personal advantage. And, they abhor the authoritarian image that the average adult in positions of power exhibit.

34. Their attention span is shorter than the more academically elite. Cause: they consider the educational experiences provided for them in school to be utterly irrelevant and useless for them to live and thrive in their environments.

35. They have problems with working within time-limits. Cause: Having had a history of "the last to be hired and the first to be fired" they are unlikely to see the importance of arriving at the appointed place on time. "They will be the last group to be considered anyway." So, what difference does it make if they arrive an hour or so late? Or, perhaps, not at all?

36. They are inexperienced in dealing with verbalized concepts. Cause: Having been reared in a non-verbal home they are likely to be quite unfamiliar with abstractions and verbalized concepts often found in the middle-class home.

37. They are more dependable and resourceful in taking care of their siblings than are the affluent. Cause: Having been reared by an authoritarian and domineering mother they dare not neglect the welfare of the smaller brother or sister because of the "mother would kill me" spirit. They will fight, beg, steal or borrow for the welfare of a younger sibling.

38. Their perception is often more extensive than their verbalization. That is they often see and understand more than they express. Cause: This may be a defense mechanism; "If the teacher thinks I am dumb, she/he expects little from me. So, I don't hafta do all the work these other "dumb kids" do. See?"

39. There is usually little interest in reading. Cause: Reading is considered as an unessential element in their struggle for advancement. Plenty of guys have "made it without knowing how to write their names. "So why can't I?" Too, all I see in those books that they give us to read is the picture or the experience of some other "cat" who lives on the other "sidda (sic) of the tracks. So I just don't dig this reading jive. "It just ain't my bag."

40. The lack of feeling that their social and economic status can be improved through persistence of effort and sacrifice. Cause: They have experienced repeated failure so much that they have come to

accept it as a fate.

41. They may place small value on such things as "honesty, responsibility, and respectability. Cause: They see little advantage, if any, in such values as affecting success in their deprived environments.
42. Being free of rigorous supervision on their neighborhood playgrounds in their immediate neighborhoods, their inhibitions are likely to be non-existence. Cause: They tend to resent rules and regulations that they consider merely as an extension of the strict authority experienced in the home.
43. They are likely to feel conflicts between the demands of school and the desire to spend more time with friends, making a living, and merely messing around doing nothing."
44. They are hostile toward the school and everything that the school represents. Cause: The manner in which the schools are based upon social structure, and being at the bottom of the totem pole convinces them that school is not for them. Consequently they soon dropout of school.
45. Their limited experiences in their environment place them at a decided disadvantage when placed in an environment that subscribes to a different set of values. Cause: Teachers fail to realize that different segments of society adhere to different sets of values.
46. In their environment, education is not an essential requirement for recognition and esteem as is usually the case among the affluent. Cause: being deficient in academic potential, they resort to other means of gaining the esteem and recognition of their associates in the ghetto.
47. They place small value upon social skills and good work habits. Cause: Having been rejected by that segment of society in which social graces are important and essential, they are likely to see little advantage in the acquisition of these graces. Too, social graces (particularly during lunch time) may not be realistic and logical especially when the amount of food provided for the group is not adequate enough to allow for such "niceties" without the jeapordy of going hungry.
48. Higher education and technical training are considered prohibitive and unattainable due to cost and discrimination. Cause: being the victim of unemployment, under-employment, and in many cases being unemployable (due to the lack of essential technical skills) they see little hope in aspiring for college or training in the technical schools.
49. The schools and the social systems of society tend to reject them and they have no strategy to offset this. Cause: They have learned to accept this dilemma as a matter of fate.
50. They are frustrated and disgusted with a society that operates on two conflicting sets of principles. Cause: they realize that social po-

sition and economical status count more than "What you really are." As they see it, it is not what you know that is important; it is not whom you know that is important; most important (as they see it) is *"Who knows you?*

C. Characteristics of the Deprived: What To Do About It?

As was stated in the two previous paragraphs of this report, it is relatively easy to determine how the deprived are and how they behave. One can use his sensory organs to determine the answer to this question. But why they are like that is a more difficult question. In order to determine the answer to this question, one must make appeals to many disciplines; psychology, sociology, philosophy, anthropology, in fact, the entire field of the behavioral sciences. The third facet of the problem, "What To Do About It?" is the most difficult question of the series. Many (perhaps far too many) persons presume to tell one how the deprived really are. However, only a relative few take the time to seek out answers to questions such as why they are as they are? or why do they behave in the manner that they do? And, fewer still attempt to logically find answers to the question: *What to do about the problem?* There may be reasons for this. More knowledge, skill, research, and expertise are needed to solve problems in the third facet of the problem. The third facet involves sensory operations; appeals to the behavioristic sciences; and indeed appeals all the vast storehouse of man's wisdom and knowledge developed and discovered from the dawn of antiquity. In his frustration with the problem, man has even (during times of great stress) appealed to divine wisdom and guidance in his quest for certainty in developing solutions to problems that beset him.

In considering the first two facets of the question, fifty characteristics of the deprived were listed in an effort to depict how they were and why they behave as they do. However, a cursory reading of the data submitted will indicate that there is much evidence of overlapping. This overlapping data, though unintentional, appear to be understandable. For example, the natural scientists—in working with inanimate objects—can limit and control the many variables that may affect the study of a specific problem. Also, their discriminatory and descriptive linguistics so common to natural science tends to curtail ambiguities that frequently invade the realm of the social scientists.

Frequently, the social scientists using the *same term* to portray different meanings, and at other times using *different terms* to portray the same meaning finds it difficult to communicate even with his fellow scientists. Again, the social scientist is at a decided disadvantage when compared with the natural scientist: 1) he may not be able to negate, block-out, or control certain variables that affect the problem being studied; 2) he may not be able to control the situation under which the variables are being studied; and 3) he may not have the essential expertise to determine how a specific variable (under certain situations) will affect another variable under a similar or different situation or circumstance. In short, it is far easier to conduct research in areas that involve inanimate and lifeless objects that can be controlled than to attempt research in the area of the behavioral sciences in which each individual is unique, different and whose behavior is more difficult to predetermine.

Since the many variables that affect human behavior are interrelated, integrated, and impossible to separate or isolate, it was considered logical to group, classify, or catagorize some of the many variables that affect human behavior under a few headings. It is suggested that the number of variables in a given problem increases in direct proportion to the number of variables with which it is combined. This is to say that no single factor or variable causes demonstratable human behavior. For example no single factor or variable causes an individual to become a criminal, a clergyman, a perennial recipient of public welfare, or any number of things that human kind becomes.

It is suggested in this report that the fifty characteristics listed for the deprived may be catagorized under twelve general headings. Generally, the problems of the deprived crystallize themselves around one or more of these twelve problem areas:

Catagories or Problem Areas

1. Problems that stem from beliefs, values, customs, and traditions.
2. Psychological problems—outgrowth of behavior patterns of the individual.
3. Sociological problems—those that arise from his relationships with different social and ethnic groups.
4. Economic Status—this problem affects him in all three of the areas listed above. It affects his beliefs and values; how he behaves and how he regards others.
5. Academic Performance—this problem affects his economic status which in turn affects him in most problem areas.
6. Human Relationships—his ability or inability to get along with others on the job or in social situations stems from many variables in many problem areas.
7. The Communication Gap—inability to exchange ideas with others may arise from lack of academic potential, past experience, his environment, socio-economic status, and many other factors.
8. Attitudinal "Hang-ups"—his attitude toward self and others may stem from the other eleven problem areas listed in this series.
9. The lack of a healthy self image and security—due to the manner in which society looks down upon him he learns to despise himself and other members of his ethnic group.
10. Undesirable environmental factors—these factors include those that are physical, psychological, and socio-economic. All of these tend to augment his problems in all areas.
11. Unemployment problems—due to the lack of technical skills he usu-

ally is the last to be hired and the first to be fired. This is not conducive to the development of a family.

12. Inability to meet or satisfy basic needs—because they are unable to satisfy certain basic needs—(such as food, shelter, security, etc.) He is likely to be insensitive to more altrusitic needs considered desirable and essential by the elite.

The Rationale for the Thesis. Several factors tend to make the rationale feasible. 1) the interdependence and interrelationship of the twelve problems, 2) the apparent inseparableness of the problem, 3) the fact that only a synoptic view will give one a clear concept of the problem(s) and 4) the interdependence of a man and society as they attempt to live in harmony the one with the other. Problems in one area are likely to contribute to the development of problems in many or all of the twelve areas. For example, low economic status is likely to contribute to low academic performance, which in turn results in unemployment, which contributes to a poor self image. Low economic status may have much to do with what one believes, his sense of values, his human relationships—how he views others; his attitude toward life, his job, and his family; the manner in which he behaves as he engages in social intercourse with society. It can be readily seen that each of the twelve problems can comprise a cycle just as low economic status was used as a model.

Certain attitudes, skills and knowledges are essential for working with adults in deprived areas. The teacher should strive to develop effectiveness in the following areas:

1. *Beliefs and values.* Help the learner to develop a belief in himself as a person of worth and dignity. This can only be accomplished by treating him as a person of worth and dignity. As he develops a belief in self he may develop more confidence in others and in society. Do not try immediately to change his value pattern. Time is of essence here.
2. *Behavior patterns.* In this problem area a good example is worth a thousand words. Use yourself as a model for courtesy, interpersonal relations, and simplicity in manner of communicating. Try to understand that many factors—not just one—affect his behavior. Try to find out what "bugs" him.
3. *Sociological problems.* Remember that he is no stranger to failure and as such has been frequently rejected by society. Thus he becomes a recluse and his relationships with others are not wholesome and positive. Provide more experiences for him wherein he may frequently experience success on some worthwhile task. Provide a classroom atmosphere in which pupils can *comfortably* talk with each other.
4. *Economic status.* Perhaps nothing can be done directly in this problem area. However, the ingenious teacher will center her lessons

around those skills that are essential to the learner "on-the-job" and also skills that are essential for jobs that he is aspiring for. The teacher might do well to point out the importance of such intangibles as dependability on the job, getting along on the job, courtesy to both subordinates and superior officers, and having the interest of the employer "at heart."

5. *Academic frustration.* In many cases the deprived learner possesses more academic potential than he indicates. The schools, often geared to middle-class values, using an elaborated language that is foreign to him, and centering the instruction around experiences that are unfamiliar to him often leaves him frustrated. Talk with him in language that he understands; accept his system of values even if you don't agree with them, and center the instruction around past experiences that he has had.
6. *Human relationships.* This is a most important area. Exhibit warmth, affection, and a general interest in your pupils in your relationship with them. Love and affection are contagious. Was it Paul the Apostle who said "Love never faileth?"
7. *Communications.* In attempting to *talk with* your pupils, do just that. Talk *with* them, not *to* them. Try to make your sentences structure short, simple, and concise. Since you are more skilled in linguistic use than he (or you ought to be) you will possibly be able to understand his linguistic style before he can "dig" yours. So, dare to talk with him on his own level, using his language style. Try using English as a "Second Language." Don't disturb the language pattern that he uses in the home.
8. *Attitudinal "Hang-ups."* Generally, teachers are more critical of pupil's attitudes than they are of their own. Too frequently one hears and/or sees attitudes, explicit or implicit, that say to the student: "Look, you—I have mine, it's up to you to get yours." Perhaps a better attitude might be "Look students—I'm trying to *get* mine. And while I'm trying to get mine I'd like to try to help you to get yours." Remember, the pupils often reflect the attitudes of the teachers, as well as the environments from which they come. No pupil comes to school alone. He brings his environment to school with him and environment and pupil remain seatmates "til the end." Dare to say to your pupils: "I neither deserve nor demand any more courtesy and respect than I give to you." If your are "for real" it works.
9. *The Self Image.* Teach your pupils that they are somebody. Teach them that they are important. The fact is, they are most important. If you doubt this, ABE teacher, public school or college teacher, continuously come up with an empty classroom and see what happens. You will soon witness what is rapidly happening in educational circles THE CLOSED CLASSROOM. *Like to think about it?*

10. *Unemployment.* The employment problem is too big a task for the ABE teacher to tackle alone. The ABE teacher should realize that more institutions than the school engage in the business of educating adults. Thus, developing linkage with other agencies, vocational education, business and industry, civic organizations etc. may help to find employment for the unemployed. But, be sure to help your pupils to develop a more realistic goal for himself at the outset. This will avoid much disappointment for him. Not many individuals *start in* as the President of the company. Some had to start in as janitors or office boys. Help him to develop a healthy attitude toward work and service. Help him to see that any president who looks down with disdain upon the job of janitor is totally unfit to be president.
11. *Undesirable environmental factors.* When one thinks of the term environment, one is likely to restrict the term to mean only the physical environment. Other environments are of equal importance: the social environment, the emotional environment, the academic environment, etc. are of equal importance. The power of the ABE teacher to change the physical environment may be limited. But, she may do much to change the learning environment to which her pupils will be exposed. And how may she be able to do this? Simply by remembering the effects that these factors have upon the teaching-learning process. Also, by remembering how these environmental factors affected her when she was in the low-income bracket, or lived in the ghetto.
12. *Basic needs.* Look after *basic* needs first. Establish priorities. Find out what is most important to your pupils and strive to meet that need. Remember, what you, as a teacher *think* is important, or was taught that it was important, may be of no importance to him at all. Only through a more thorough knowledge of your pupils may you know what is important to them.

By way of summary and generalization the ABE teacher should remember that the deprived learner has a history of repeated failure, therefore he needs to experience success frequently. He is a victim of fear, therefore he needs confidence. He has been rejected by society, therefore he needs acceptance. He is ill at ease with the abstract, therefore he needs to start with the concrete. He is suspicious of those who would assist him, therefore he needs someone who is sincerely interested in him. He, as a result of society's treatment of him, feels worthless, therefore he needs to be accepted as a human being. He feels insecure in working with academic problems, therefore his instruction should be built around his own past experiences. His home life is likely to be unpleasant, therefore some attention should be given to developing units on family relationships. He is likely to be lacking in the social graces, therefore these should be an integral part of the ABE curriculum. He is likely to be non-verbal when not talking with his peers or group, therefore the linguistics in the classroom should be relatively simple. He is likely to be chagrined because of his low academic status, therefore the materials should be suited to adult interests and needs. Finally, he needs the best in instruction, in materials, in facilities, in understanding, and everything that goes to make up a wholesome climate conducive to learning.

INCREASING AND IMPROVING SERVICES IN ADULT BASIC EDUCATION

CHAPTER TWO

INCREASING AND IMPROVING PUBLIC SUPPORT FOR ADULT BASIC EDUCATION

Several arguments have been presented favoring public support for adult basic education. Vol. I of the Handbook (pages 17-19) presented some significant data on the ABE Program in the State of Alabama. These data indicate a definite need of public support of the program. Assuming that there is a definite need for public support of the program, the question remains, "How does one go about obtaining public support for a program of this type?" Four possible solutions seem to be feasible:

A. The creation of public awareness of the problem.
B. Development of "Linkage" between various agencies of the community.
C. Utilize to the fullest extent, community resources.
D. Extend and improve the services of the program to the community.

A. *The Creation of Public Awareness.*

The creation of public awareness is the first giant step in the direction of securing adequate public support for adult basic education. In many instances the public—generally—have little or no concept of the term adult basic education. In order to gain full public support of the program, the public will need to know more about the "why and the how" of adult basic education.

1. *Why public awareness is important:* What the people are not "up on," they are usually "down on." This is to say that the public is unlikely to exhibit great enthusiasm for something that they know little or nothing about. Chief bottlers of soft drinks in this country (or in the world) insist that though they sell millions of bottles of "pop" daily, the consumption of their product by the public would decrease by 50 per cent were they to curtail their extensive advertising programs. Advertising and the creation of public awareness of the merits of their products keep not only the producer of the commodity in business, it makes possible the printing of newspapers and magazines, and other types of literature. Without the subsidy of advertising, extensive programs heard on radio and seen on television would be all but impossible. When a tense, gripping moment is halted on the T.V. screen to produce a spot announcement, (and one is tempted to complain about the interruption) one should remember that the "one who pays the fiddler has the right to call the tunes." Most of the companies in business and industry realize the great impact that advertising has on selling and buying, therefore they create and develop extensive and effective systems of advertising. Needless to say, advertising is expensive, it is grossly expensive but it pays gross dividends. It may be that public school systems fail to advertise on a wide scale (as compared with business and

industry) because finance is a prohibitive factor. On the other hand, it may be said that public schools systems—including adult basic education—lack adequate public support due to the fact that they fail to advertise. At any rate, it seems reasonable to state that the importance of creating public awareness of the problem cannot be overemphasized. The creation of public awareness seem important for the following reasons:

a. Public problems and programs need public action and assistance, therefore the public needs to be made aware of the problem and program.
b. Sometimes an apparent "unconcerned public" may be merely an "uninformed public." In most cases knowledge proceeds (or should) logical action.
c. Advertisements have great impact upon what the people think, believe, and do about a product, project, or program.
d. Involving the public is an excellent method of creating public awareness and keeping the public informed. Involvement of the public tends to make the public more interested in the success of the program.

Once the importance of public awareness of the problems confronting the illiterate adult (as they attempt to live in a complex society) is realized, it appears that the next sequential step would be that of selecting and/or developing tools and techniques wherein this public awareness might be intensified.

2. *Tools for the creation and development of public awareness:* In order to perform any task effectively, adequate tools are essential. In this report tools may be defined as those instruments or devices that facilitate the completion of a task or assignment. Without the proper tools completion of the task may be hindered. In the creation and development of public awareness the following tools seem to be effective:

a. Newspapers, magazines, periodicals, brochures, and other printed matter
b. The radio, tape recorders, cassette players, and other audio media
c. Television and other video equipment
d. Advertising media—billboards, pamphlets, leaflet flyers, etc.

a). Newspapers, magazines, periodicals, brochures, etc. Although the printed page may be questionable as an effective tool in recruiting the illiterate adult, its use in reaching a literate society cannot be overestimated. News stories that are sensational and tragic tend to capture the attention of the public. Stories on such subjects as education, religion, social events, etc. are likely to attract only passive attention of the public. However, if the public could (through news media) be made more aware of the fact that illiteracy and ignorance provide the source of some of the tragedy and crime that they so eagerly read, their awareness of the need for public support of adult basic education might be increased. Articles in the news media, giving an account of the nature of the problem of illiteracy among adults and the need of a program to combat this illiteracy might accomplish much in the matter of making the public more aware of the problem. Positive effective effects cannot be expected from the printing only two or three articles on the topic. The public must be constantly and consistently reminded of the imperative need of the program. ABE personnel need to use the news media as an instrument for propagandizing the program. Let us hasten to add that propaganda is not used as an instrument to spread rumors and vicious lies. Sometimes it is used—perhaps too infrequently—to *disseminate* good news and to provide the public with wholesome information. Hence, propaganda may be considered as an effective instrument for the creation of public awareness of the program and its needs.

b). The radio, tape recorders, cassette players and other audio media may be made excellent instruments for the creation of public awareness. Short news flashes concerning the program could be made at frequent intervals on the radio, calling attention to the problems of the illiterate adult and the need for public support of the program. These news flashes could be recorded by the ABE personnel on tapes and cassettes and given to the radio station for presentation to the public. Needless to say, great care should be exercised in the preparation of the tapes. The tapes or cassettes should be short, concise, and straight to the point. Otherwise, the radio station may not deem the flash advisable to use for broadcast.

c). Television and other video equipment may have great impact upon the creation of awareness. More than 80 per cent of the knowledge acquired by the learner is obtained through the faculties of vision. Business and industry realize the potentials of this form of media and maximize it to the greatest extent possible. Despite the fact that in many instances television is used to sell a gullible public many products that do not fulfill the warrants and descriptions given to them by this media, the system can also be used to promote much public interests in worthwhile programs, including ABE.

d). Advertising lies at the heart and core of progressive business and industry. Billboards, advertisements in newspapers, magazines, etc., afford an extensive system of getting products or programs before the public. Leaflets or "flyers" placed in shopping bags at markets or stores have been used with a great degree of success. Short, catchy phrases mailed to individuals and groups may call attention to a large number of individuals to the program that one is attempting to publicize. Business and industry seem to adhere to the theory that "the satisfied customer is our best advertising agency" seems to be a good thesis to be adopted by ABE personnel who would gain the attention of the public on the merits of the ABE Program. The slogan "The customer is always right" that is so consistently used by business, is another idea or attitude that could be used by ABE personnel to a decided advantage. Though the schools do not have customers in the usual sense of the word, they do have students that may be considered as customers. And, satisfied students, even as satisfied customers, can do much to acquaint friends, associates, and the general public with the merits of a given product or program. No attempt will be made here to discuss the question of accountability that is receiving such national attention relative to the responsibility of the public school for the successful academic performance of the pupil. But, if adult basic education programs could convince the general public that it is willing, and indeed does accept responsibility for the *failures* of its products—the pupils—much progress would be made in the matter of developing more confidence in, the creation of more public awareness of, and the development of greater public support of the program.

3. *Tools for creation and development of public awareness:* Many and varied techniques may be used to create public awareness of the program. The techniques to be used depend upon the locality and situation in which the techniques are to be used, and also upon the skill, personality, and potential of the personnel that will attempt to create public awareness of, and interest in, the program. Some of the techniques that have been used with a great degree of success are:

a. Door-to-door campaigns
b. Personal contacts with friends and acquaintancies in need of the program
c. Short talks to social and civic organizations
d. Dissemination of data and information citing the crucial need of the program
e. Involving as many different types and kinds of individuals and groups as possible in publicizing the program.

a). Door-to-door campaigns: The door-to-door campaign or the "Knock On ANY Door", idea has been used with much success in various communities and cities. Since in many instances the pockets of illiteracy and ignorance are located in ghettos and slum areas, it may be advisable to use male rather than female solicitor or recruiters for the program. The reason for this suggestion should be obvious. And, even when male campaigners are used in the door-to-door process, the campaigners should be selected with care. The selectees should be individuals who understand the deprived, who accept them as they are, who know how to empathize with them, who can speak their language, and one who is not shocked by what he may hear or see in the area being canvassed. Sometimes a civic organization like the "Jaycees", the Lions Club, or the Rotarians may organize such a campaign.

b). Personal contacts. Personal contacts with an acquaintance is perhaps the most effective method of creating awareness and recruiting students. Contacts with key persons of the various organizations of the community—soliciting their support—may have far reaching effects in making the public aware of the program, thereby gaining more public support. Generally, individuals and the public respond more warmly to personal contact—written or oral—than they do to impersonalized form letters of general statements made to the public in general and no one in particular.

c). Talks to, and with, members of social and civic clubs and organizations. The effective ABE directors, supervisors, or teachers would do well to acquaint themselves with the various organizations of the community and make themselves more knowledgeable about the purposes and programs of the organization. It may be that many of the organizations in the locality have programs that may fit well into the ABE Program. In many cases members of these organizations are key people in the community and to gain their interest in the program is to insure greater public support.

d). The dissemination of data on, and knowledge of, the program and its needs. Generally the American public is quite sensitive to the problems and needs of people in various States of the Union. When a crisis or a calamity strikes in any area the concern and support of the public may expected to be forthcoming. However, the sensitivity and interest of the public is based upon their knowledge of the crisis and the need of their assistance. The public is usually made aware of the problem or crisis through the means of mass media: newspapers, radio, and television. With a little ingenuity the same media could be used to help disseminate data on the calamity of illiteracy and ignorance and the need for public support. As stated before an uninformed public may appear to be an unconcerned public.

e). Involvement of a wide array of individuals and organizations. Generally, when individuals or groups are involved in a program or project (particularly on the decision-making level) their interest and support is likely to be assured. However, in order to gain full public support from the public, the public in general—or their representative agencies—should be involved in developing plans and establishing purposes of the program. Oftimes the people for whom the program was designed and who were expected to gain the benefits from the program were not involved in planning and developing the program. This is a gross mistake. Those who are to be affected by the program should *share* in making the decisions that affect the program and themselves. It is rather difficult for persons living in a middle-class society and subscribing to middle-class values to see the problem from the standpoint of the deprived adult living in a sub-standard society, subscribing to different value patterns, and circumscribed by a social structure that makes his escape from his predicament tremendously difficult. True, the initiation of a system or program wherein peoples of all types, classes, and creeds are involved will be a gigantic task but its dividends should be tremendous.

B. *Developing Linkage Between Various Agencies.* The difficulty of involving a heterogenuous group of individuals or organizations in a single program has already been mentioned. It is indeed a difficult task. A more difficult task is to get the group—once they have been involved—to work effectively and harmoniously toward the achievement of common purposes and goals. Different organizations, having different value patterns, different concerns, and different experiences that caused them to band themselves into a select group, may be unwilling to submerge their interests, goals and purposes, and their identities (as a group) to work unidentified within a larger group. This brings up the question of linkage. This discussion will lend itself to four facets of the question:

1. What is meant by linkage?
2. Why linkage is important?
3. The difficulty of developing linkage.
4. Developing linkage makes an overview of the problem essential.

1). What is meant by linkage? There is an old cliché that states that "No chain is stronger than its weakest link." This is particularly true in the matter of adult education. Malcolm Knowles (1) in his Handbook of Adult Education lists a wide variety of organizations with programs in adult education. Many of the programs result in a duplication of effort, a confusion of effort, a drain on the public for the support of the varied programs sponsored by different agencies, and sometimes, even competition between the various agencies in their attempt to recruit illiterate adults for their program. Cooperative effort and coordinated services seems to be a more systematic approach than the spirit of competiveness that may arise between the various agencies sponsoring programs in adult education. For the purposes of this discussion the term "linkage" is defined as the union and coordination of the services of agencies having similiar or divergent programs in adult education. The purposes of linkage would be to maximize and strengthen public support, to avoid duplication of effort, to develop a more comprehensive program of adult education, to provide a more extensive and effective type of leadership through the interaction of the various agencies; and to develop more cohesiveness among and between the various agencies sponsoring programs in adult education. It is suggested that one big, comprehensive program supported by the cooperative efforts of many agencies will be more effective than many and varied agencies sponsoring several small programs in adult education at the risk of duplication, inadequate support, and the pursuit of many goals that work at cross purposes with the goals of other agencies.

2). Why linkage is important? Several factors make the development of linkage essentially important:

a. The expanding American economy has changed the system of economics in business and industry from one of competition to that of cooperative effort. The interdependence of individuals and of agencies of society makes this a desirable system.

b. Duplication of effort is expensive not only to the sponsoring agency, it fragmentizes the available support that may be obtained from the public.

c. The confusion of purposes resulting from varied types of purposes set forth by many agencies are likely to confuse the public as to the desitability of supporting any of the programs.

d. Individuals working independently as an agency or organization are likely to constrain themselves to working toward the achievement of the purposes of their own organization or agency, and these alone. This apparent competiveness will do much to diminish the general effort of a total program.

e. Since individuals are members of organizations, each having a different socio-economic status, the programs sponsored by the more affluent agencies or organizations will be able to provide more support to adult education than their counterparts in the less affluent organizations. Thus, the adults who need the programs most may be provided less in the matter of public support.

f. The more affluent organizations have greater control and possession of funds, and exert more influence in the use of mass media, therefore they are able to command more extensive use of newspapers, radio, and television in creating and developing public support for their programs and projects.

g. It has been suggested that involvement of individuals and groups from many levels of society are essential for the promotion of public support. The less affluent individual may be ineligible for membership in the affluent social organization. Thus, only those programs deemed to be important by the affluent are likely to be sponsored by them.

3). *Why the development of linkage is difficult:* Whenever there is a difference in the social and economic status of a people, attempts to fuse them into a single group with common interests, purposes and goals, are exceedingly difficult. Individuals with common backgrounds, common experiences, and common ancestries, are likely to harbor common hopes and fears, common hates and loves, to cherish common moral and spiritual values, and are likely to band themselves into a distinct group whose chief concern will be the maintenance of all of these customs, traditions and ideals, and the transmission of them to their offsprings. The following factors tend to make the development of linkage difficult:

a. The individual wishing to sponsor the linkage may not be a member of the group(s) between which the linkage may be attempted.

b. Individuals as members of a distinct group are likely to be reluctant to surrender this distinction (even momentarily) and lose their cherished identity in a larger more heterogenuous group.

c. Being the member of an affluent group and having been brought up in an environment in which "elaborate language" was used in all of his social intercourse with his fellows, he may be at a decided disadvantage in the attempt to communicate with the less affluent who may be the victims of a restricted language pattern. Thus, communicative barriers may serve to hinder the efforts toward linkage.

d. Established purposes and goals of one organization seldom if ever are in harmony with purposes and goals of another organization—even though the organizations may have similiar programs.

e. Leaders in a specific organization may be antagonistic toward the surrender of their leadership in the parent organization to become a mere member (if not selected as the leader) in the newly organized larger group.

f. As membership in the newly formed group becomes more extensive and heterogeneous, it becomes increasingly difficult to develop united effort and concensus of opinion relative to purposes, programs, and procedures.

g. Problems in education—even the education of illiterate adults—may lack the dramatic and exciting appeal that accompany problems in the area of crime, lawlessness, epidemics, and rumors of military invasions.

These factors and others too numerous to mention in this discussion make the initiation and development of linkage between the various agencies a crucial task that entails much finesse, expertise, and concentrated effort.

4). Development of linkage makes an overview of the problem essential. Many variables contribute to the development of a program, and in order to effectively solve the problem, the many variables causing the problem must be identified, studied, and analyzed relative to their effects upon the problem. This is to say that many approaches must be made in the effort to solve a single problem. The experienced researcher in the attempt to solve a problem(s) will not only study each variable in isolation one from the other, but will attempt to see relationships between the different variables as they interact upon one another and combine their actions in formulating the problem. Since there are many facets of a problem, caused by the many variables that effect it, linkage makes possible the practice of organizing the group(s) in such a manner that different groups can work on different facets of the problem. However, despite the fact that a single group may be working on one specific phase of the problem, each group should be cognizant and concerned with other facets of the problem as they relate to the facet of the problem on which he is working. An arrangement of this type indicates that an overview of the total program by the members of each of the several groups is essential to the satisfactory solution of the problem. An overview of the total problem seems to be essential for the following reasons:

a. No single variable controls the development of the total problem.

b. Different individuals or groups working on a specific phase of the problem, yet maintaining a perspective or overview of the total problem may insure a more scientific type of work than if the entire task was attempted by a single group or individual.

c. Using the system of division of labor in studying the problem—yet maintaining a perspective on the total problem—helps the researchers to become more sensitive to the effects of relationships between the different variables of the problem, but it also provides a system of "checks and balances" wherein the different researchers can verify and validate the findings of companion groups.

d. A synoptic view of the problem makes possible a more systematic, scientific, and logical study of the problem.

e. In many situations the combined knowledges and skills of the many exceed the knowledges and skills of the few. Particularly is this true in the case of problems that beset deprived adults.

C. *Utilizing Community Resources:* As mentioned in a previous section of this report the creation of public awareness was essential to the development of public support for adult education. Once the support of the many agencies was assured, it was deemed to be important to coordinate the efforts of the various agencies in order to avoid duplication of programs and of effort by the agencies concerned with provisions of the support. Public awareness having been created, and linkage or coordinated effort having been made possible, the next sequential steps would seem to be that of actually identifying tasks or problems in which the various agencies could be utilized. The utilization of resources are just as important as the existence of the resources. Needless to say there are many untapped resources in each community that could be used to advantage. In this section of the discussion we will be concerned with the following areas of interests:

1. The availability of physical facilities
2. The availability of human resources
3. The availability of agencies and organizations within the community
4. The availability of assistance from agencies outside the community
5. The Advisory Board: its purposes and possibilities

1). One of the basic assumptions of this discussion is the thesis that "those who are taxed for the purpose of providing a public program should share in the benefits of that program." Most or all of the public facilities existing in our communities have been provided through taxation of the public. The uneducated adult—having also been taxed to provide these facilities—should be allowed to share in the use of these facilities. This idea suggests that the following public facilities should be made available for use by adult basic education pupils and programs:

a). Facilities of public schools and colleges that are supported by taxation of the public.

b). The use of busses for transportation. Those busses that are provided through public transportation should be made available for all engaged in the educational process, including adults.

c). Public libraries and museums that have been provided at public expense.

d). Hot lunches served to those adults in class who are unable to pay for their lunch—and many of them are financially unabde to do so. If free lunches can be provided for low-income children in school, the same should hold true for the undereducated adult in school.

e). In-as-much as free health facilities and services are provided the children through public taxation, these facilities and services should be made available to adult basic education pupils also.

f). In public schools in most States, free textbooks are provided each pupil by means of public taxation. The ABE pupil should share in these benefits also. Free textbooks should be provided for them.

g). The facilities of the public schools are made available to the pupils and teachers for as long as it is considered necessary to fulfill their needs. The average length of a school day for the young learner is approximately eight hours. Thus, the facilities are available during this period, and in addition to this, those hours that the facilities are needed to meet other needs, physical, recreational, social, etc. These facilities should also be made available to the adult learners whenever they need them—which is usually at a time that they are not being used by the younger learners.

2). Availability of human resources. The importance of using human resources of the community cannot be overemphasized. However, utilization of the resources are greatly determined by the availability of the resources. Not only should the ABE staff seek to acquaint themselves with the agencies that are existent in the community, they should also seek to make acquaintances with the personnel directing the agencies. In establishing a "working relationship" with the personnel of the service agencies that ABE worker may be able to obtain even greater services for her pupils and the ABE Program. Several types and kinds of human resources may be of assistance to the ABE workers and their programs:

a). Professional personnel—doctors, dentists, educators, family relation experts, guidance counselors, and personnel from other service agencies.

b). Paraprofessionals—teachers' aids, employees in fields not requiring professional degrees, employees with a history of long and repeated success in their fields.

c). Non-professional personnel. There are many non-professional people in the community that have had experiences in their fields that may be of invaluable assistance to the undereducated adult. In many cases these non-professionals would gladly welcome the opportunity to share their experiences with the ABE pupil. The services of such persons (as a resource person) should not be overlooked: cooks and housekeepers, barbers and hairdressers, small business owners, waiters, waitresses, etc.

3). *The availability of agencies and organizations within the community:* Agencies and organizations within a community are usually of two types, 1) those that are sponsored and funded by public support, and 2) those that are sponsored and funded by private enterprise. Both types may be found useful for providing support for ABE Programs, however, since the public programs are supported by taxation it seems reasonable to suggest that this should be the first source from which program support is sought. The resources of the local community should be identified and utilized to the fullest extent before seeking assistance from outside agencies. The reasons for this suggestion should be rather obvious. People are likely to look with favor upon those programs and projects that they themselves helped to develop through their own initiative.

Some of the public agencies from which program support may be sought are the following:

a). Social Security
b). Public Welfare
c). Government employment offices (States and National levels)
d). Public Health office
e). Other public agencies and organizations.

In the matter of private agencies providing support for public education the reader is reminded that most large corporations provide assistance to education in general and to adult education in particular. Malcolm Knowles in his Handbook for Adult Education, (   ) list an extensive number of private agencies that make provisions for adult education. It has been estimated that some of the companies in business and industry allocate as much as $12,000 for the education and training of each of their employees in need of such training and education. Developing working relationships with such an organization should pay great dividends to the

ABE worker intent on the development of an effective program in ABE.

4). The availability of assistance from agencies outside the community. Despite the abundance of natural and human resources within a community, there are many agencies and resources outside the community that may be used to a decided advantage in the program. The outside agencies may be public or private, State or National, but each agency, operating within its own sphere of influence can do much to augment the effectiveness of the local ABE Program. Outside agencies and resources should supplement rather than *supplant* the efforts of the local program in adult basic education. Thus, the ABE worker(s) soliciting and obtaining assistance from three different levels of operation takes progressive steps in the direction of excellence in program development. Although finance is an important factor in the development of any effective program, it is not the only essential factor in program development. Such factors as ideas, innovations, creativity, and critical inquiry into the nature of the problem and the program are also of vast importance. In order to avoid intellectual stagnation and the stigma that usually accompanies provincialism, the ABE worker(s) should welcome ideas, suggestions, and academic assistance from many different types of agencies outside the local community. The outside agencies may be divided into at least two classes: 1) public nonprofiting agencies, and 2) private agencies.

a). Public, non-profiting agencies. Some of the public non-profiting agencies that have made outstanding contributions to the advancement of the ABE Program are:

1). State and federal departments of education
2). Social organizations—Elks; Shriners; etc.
3). Civic organizations—Chamber of Commerce; Lion's Club; Jaycees and Jaycettes; Rotary Clubs;
4). Fraternal organizations—lodges; fraternities; sororities, etc.
5). Literary societies Phi Delta Kappa, Honor Societies, etc. Women's Federation of Clubs, etc.
6). Religious organizations

b). Private and/or commercial organizations. Many private organizations, corporations, and agencies have developed foundation programs wherein there are provisions for support of adult education. Among these are the following:

1). The Ford Foundation
2). The Rockefeller Foundation
3). The Mott Foundation
4). The Kellogg Foundation
5). Others

The number of private organizations making contributions to the development of adult education is too numerous to mention. In this area at least, perhaps, there are more resources available than are being effectively used. Some of the agencies provide direct assistance to ABE workers through the means of scholarships. These scholarships enable the ABE worker to engage in professional training in college or university resulting in the increased proficiency of the recipient of the scholarship. In addition to scholarships to individual students, the Foundations provide funds for the extension and development of adult education in those systems that evidence need for assistance and show promise of leadership that may insure wise expenditure of the funds provided for the development of the program.

4. The Advisory Board. Adult basic education centers do not have a monopoly on the education and training of adult learners. The adult learner—even as other learners—receives information and training from many sources. Even though they may not be enrolled in a formal course in a classroom some adults receive a vast amount of information through informal training and experience. Despite the importance and advantages of informal training for adults, the undereducated adult needs to be engaged in some formal, systematic learning experiences wherein his total growth may be more reasonably assured. An unplanned educational trip or tour for illiterate adults may be likened to a traveler making an extensive journey into a distant and unknown country without the benefit of a well organized itinerary. Such a traveler may go many places and see many interesting sights but the traveler will be at a decided disadvantage in that he or she may not know where they are going, and if such is the case, will not know when they have reached their destination, and when they return, are unlikely to be able to give an intelligent account of where they have been. Thus, though informal learning experiences may be important and informative it may not effectively replace a well planned program specifically designed to meet the many needs of the undereducated adult. In the attempt to develop a comprehensive, meaningful academic program for adults the ABE worker would do well to develop and utilize the services of an Advisory Board. In considering the development and use of such a board the ABE worker should take into consideration such factors as:

1. What are the purposes of an Advisory Board?
2. What are the functions of the Board?
3. What is the nature of the services to be provided by the Board?
   a. What is the extent of authority to be exercised by the Board?
4. How may the services of the Board be best utilized?
5. What are some desirable procedures for initiating such an organization?
6. What are some guiding principles and policies for Advisory Boards?

Education for effective living in a complex society is such a tremendous, thought-provoking task that it defies the attempts of any educational system to attempt the job alone. The interdependence of institutions of society, and of individuals as they attempt to live productive lives within the society, emphasizes the need of employing the services and experiences of many agencies and institutions in the teaching-learning process. Thus, the effective ABE worker may readily see the need for an Advisory Board to assist in the development of the program.

1). The purposes of the Board. The following purposes may be set forth as a frame of reference in the development and utilization of an Advisory Board:

a). To assist the ABE worker in developing a more comprehensive view of the educational process as it relates to the undereducated adult.

b). To help to bridge the "gap" between what is happening in the academic world of the adult learner, and what is happening in the "world of work" as seen by practitioners in the field.

c). To provide a system of advisory services wherein the ABE Program may be made more effective in the community.

d). To help ABE workers to extend the services of the ABE Program out into the community, and to assist in bringing community services into the ABE Program.

e). To improve the elements of human relations between the school and the community to the extent that public awareness will be insured and public support assured.

f). To better harmonize those experiences that the adult learner will acquire in formal classroom experiences, with those that they *may* acquire in informal situations as they live in the community and engage in the world of work.

g). To help to provide a reservoir of resources, personnel, and facilities that may be used to the advantage of the ABE learner and the community.

h). To help ABE personnel to develop an all-out, frontal attack on the problem of illiteracy existing among adults.

In short, the purposes of the Advisory Board should be to supplement the services of the ABE worker in any and all areas that it can be of assistance. In fulfilling its purposes the Board may help the ABE worker(s) to become more sensitive to, and cognitive of the needs of adults in the community, and the needs of the community in regards to trained adults.

2). The functions of the Board. The functions of the Board are to perform the stated purposes for which it was created and to assist the ABE worker(s) in the development of a program that may more nearly meet the needs of the adult learner. The function of the Board is to help to provide those services that would be non-existent without the Board's assistance. Some of the duties or functions that the Board may perform are:

a). To serve as liaison persons between the ABE worker(s) and other service agencies of the community.

b). Provide advisory services to the personnel when problems arise concerning the ABE Program.

c). Assist in the planning and extension of programs and services for the ABE student and for the community (as they relate to the adult learner).

d). To help the ABE worker(s) to develop linkage between the Program and the many service agencies and institutions of the community.

3). What is the nature of the services to be provided by the Board? The Advisory Board is not an administrative or supervisory agency. The nature of its services is, as the title suggests, that of an advisory nature. The Board exercises no authority whatever in the administration and supervision of the ABE Program. It may, however, make suggestions to the ABE personnel on matters that may improve and enhance the program. The reasons for this arrangement should be obvious. The Board composed of many different segments of society, each having different priorities and interests, would be confronted with many conflicts in the decision-making process were they serving the capacity of policy-makers rather than advisors to the program.

4). How may the services of the Board be best utilized? A good, sound, organizational program is the best means of utilizing the services of any group composed of individuals with divergent ideas, interests, and purposes. The first step in the process, it seems, should be that of the development of common purposes that may result in the formation of consensus among and between the various members. After consensus and unity has been developed, guidelines and policies set forth, and priorities for the total program agreed upon, the Board will be in position to attempt the fulfillment of its function as an Advisory Board. After the members of the board have been welded into a central body relative to the purposes and development of the total program, the next sequential step could be that of allocating certain phases of the total program to selected groups that comprise the Board. Since the ABE Program is concerned with many areas of interests, special groups or committees could be selected (based of course on their interests) to work on problems or tasks associated with their particular area of interest. This division of labor would provide a means wherein the potentials of all members of the Board could be maximized to the fullest extent.

5). What are some desirable procedures for initiating such an organization? Before attempting to initiate the organization of an Advisory

Board the ABE personnel should engage in some pre-planning activities: 1) the personnel should acquire as much knowledge as possible on the adults for which the program is being designed, 2) acquaint themselves with the resources and facilities of the community in which the program will be expected to operate, 3) make an in-depth study of the needs of the adults that will comprise the target population of the program, 4) find out as much as possible about the customs, traditions, beliefs, and culture of the people of the community, 5) try to identify the people in key positions (the power structure) in the community, 6) try to identify and locate those individuals in the community though not holding status positions, are considered as key people by their peers and other members of the lower-income group, and 7) try to arrange a series of informal interviews with key persons in the community to use as a "sounding board" in determining the type of program that seems to depict the felt needs of the adults in the community. Following these activities the ABE worker(s) might engage in the following activities:

1). During the initiatory stages of the program the ABE worker(s) may not wish to form a permanent Advisory Board. In this case it may be to begin with a Temporary Board. This board concerns itself with a specific problem(s) in the area of adult education, after completion of its tasks the board is discharged.

b). After the Temporary Advisory Board has completed its tasks it might be desirable to form an Advisory Board for specific subject-matter areas that are deemed to be in the need of supplementary assistance. During the beginning of the process it is suggested that only a few such boards be organized or attempted. As these few boards begin to show progress in performing their tasks, other similar boards may be organized for other specific subject-matter areas.

c). As the subject-matter boards begin to increase it may be expedient to organize a coordinating committee. This committee does not participate in the decision-making process relative to curriculum, instruction, administration, supervision, etc., rather its function is to indicate those areas in which they feel that there is a need for the program of adult education.

d). The General Advisory Board. After the other sub-advisory boards have been selected and progress in their area has been assured, the time may be ripe for the formation of a General Advisory Board. Experiences with the other subcommittees and boards should give the ABE personnel some idea as to who would make desirable members to use on the General Advisory Board. Needless to say, the members of this Board should come from the many segments of society in the community. Such a heterogeneous group should bring a wealth of information and experience to the ABE Program. The ABE worker(s) is cautioned to avoid placing the more affluent members of the community on the Board. The reason for this statement should be obvious.

6). What are some guiding principles and policies for Advisory Boards? In order to insure the success of any program it is considered necessary to establish guidelines and to formulate policies for the governance of the organization. The following guidelines and/or policies are suggested for the Advisory Board for ABE.

a). The Advisory Council should help to develop a wide perspective on the problems and needs of the adult.

b). The Advisory Committee will, through greater involvement, help to insure increased public support for adult basic education.

c). Inter-group and intragroup planning through the Advisory Committee will insure the success of the program in ABE.

d). Many different types of leadership will emerge during the process of utilizing the Advisory Committee.

e). Greater public awareness may be created and developed by the Committee

f). The Committee will help the ABE staff to develop a more extensive and comprehensive program in adult education.

g). Since the ABE staff cannot effectively perform all of the essential tasks alone, the Committee may supplement the efforts of the ABE staff.

h). The Committee will help the ABE staff to view the problem from many angles.

i). The Committee will insure greater "linkage" and cooperative effort in developing the program.

j). The system will make continuous evaluation of the program more effective.

k). The Committee will help the ABE staff to get closer to the problem of the adult learner, thereby helping to "bridge the gap" between the professionals and the lay group.

l). The Committee helps to make the ABE staff more cognitive of, and sensitive to, the needs of the adult learner.

m). The program belongs to the community therefore the community should have the privilege and the responsibility of assisting and evaluating the program through a selected Advisory Committee.

n). The functions of the Advisory Committee is advisory rather than administrative, suggestive, rather than supervisory.

There are at least three levels of the Advisory Committees. The local committee views the problem from a local standpoint. That is, this committee will be primarily concerned with problems and program that are within the local community. The State Advisory Committee may be composed of individuals from the several local communities and will be concerned with those problems that affect the State. The National Advisory Committee will be concerned with problems that permeate each State and local community. The local Advisory Board is of great importance in that this Board to a very great extent determines the action and direction of the State and national Advisory Boards.

ARGUMENTS FAVORING PUBLIC SUPPORT OF ADULT BASIC EDUCATION

CHAPTER THREE

ARGUMENTS FAVORING PUBLIC SUPPORT OF ADULT BASIC EDUCATION

Provisions for education under the Federal Constitution are implicit rather than explicit. Also, under the Constitution, education is conceived as a function of the State. That is, the education of the citizens of a particular State is to be provided by that State, funded by that State, at the expense of the taxpayers of the State. The "Founding Fathers", no doubt sensing a long drawn out controversy over the development of a national system of education and sensing too the zeal with which each State jealously guarded its personal liberties and rights, possibly felt that a "grass roots" approach to the development of education would be the better position to design programs that will more adequately meet the needs of people within their State, than would others outside the State. This thesis was a tenable one when State boundary lines were fairly well fixed. It might have worked well when communities and States were isolated due to the lack of adequate systems of transportation and communication. But with the improvements made in transportation, communications, and technology, the thesis may no longer be one that is tenable. The fore mentioned improvements have changed the concept of the term community. It might well be said that we now live within a community of States. The problems affecting any one of the fifty States of the Union have their impact and influence on each of the other States of the Union. What does all of this imply? Simply this: the local communities comprise the State and the States comprise the Federal Union. Thus it seems feasible to assume that the business of education is a Local, State, and National function.

The importance of educated, enlightened adults cannot be overemphasized. Educated, enlightened adults are essential to the development and preservation of any democratic society. In a democratic society the adult citizen pledges allegiance and support to the government. The government, in return, has an implied reciprocal responsibility of lending its support to programs that promote the general welfare of those adults and citizens who have given the government their allegiance and support. An uneducated unenlightened adult cannot function properly nor thrive in an ever-changing democratic society. And, a democratic society cannot grow and flourish if its support is limited to, and dependant upon, the uneducated and illiterate adult. This is to say that the fate and destiny of a democratic society and the fate and destiny of individuals living within that society are interdependent to the extent that the welfare of one is reflected in the welfare of the other. They rise or fall, advance or decline together. Impossible one without the other.

Basic Assumptions. The thesis that there should be public support for adult basic education rests upon the acceptance or the rejection of ten basic assumptions:

1. A program that promotes the general welfare of the public should

have the benefits of public support, financial or otherwise.

2. Individuals or groups who are directly taxed for the promotion of the program or activity should share directly in the services provided by the program.
3. The level of society and its institutions are unlikely to be above the cultural, literary, and intellectual level of adults in that society.
4. Ignorance and illiteracy tend to enslave the people of a nation, and, "no nation can exist half-slave and half-free at the same time." It will become one or the other—either totally free or completely enslaved.
5. Enlightened, intelligent adults are essential to the existence and maintenance of a democratic society.
6. The educationally deprived child will more than likely result in the educationally deprived adult.
7. Those programs or activities that aid the growth and development of individuals in the community, aid the growth and development of the community. And, whatever affects the community, affects the State and the entire "community of States".
8. Officials who are to make the decisions determining the destiny of our government and its people, should be selected by well qualified, intelligent voters with integrity.
9. Adults need to be taught to be responsible, self-supporting citizens, and, it is through the development of intellectual and technical skills that this may best be accomplished.
10. An academic program, adapted to meet the needs of younger learners (pedagogy), is not suited to meet the needs of adult learners (andragogy).

The ten basic assumptions were selected in order to develop a rationale or formulate a frame of reference wherein the problem of public support for adult basic education could be logically and systematically studied. The "jury system" was used in the selection of the assumptions. A group of jurors, considered knowledgeable in the area of education and adult basic education were asked to appraise the assumptions and to give their opinions on the validity of them. No effort was made to have the jurors to rank the ten assumptions in order of priorities. This was not attempted due to the fact that many of the selected jurors felt that the priorities for each of the ten assumptions would vary from community to community, and from State to State, depending upon environmental factors and the situation in which the assumptions would be considered. Having set forth the basic assumptions on which the validity of this section of the report rests, attempts were made to suggest some logical arguments favoring public support of adult basic education that could be considered as being within the frame of reference of the ten basic assumptions. Attempts were made to exclude any suggestion that was not supported by at least one of the ten selected basic assumptions. The following arguments are given in favor of public support of adult basic education:

Arguments Favoring Public Support of Adult Basic Education. Many arguments could be presented favoring public support of adult basic education but neither time nor space will permit the presentation of all of the available data supporting the argument. Suffice it then, to present a few basic observations that appear to lend support to the argument favoring public support for the ABE Program.

1. Programs promoting the general welfare of the people should be supported by the people. Programs designed to promote the general welfare of the people should be shared by all of the people. And, this sharing of the program should be extended over into the area of sharing in the support of the program. Programs for public welfare should be for the benefit of all people regardless of race, color, creed, or age. And, since such a program is for the general good of the people, it appears to be the inherent duty and responsibility of those who share in the services to also share in the expenditures for those services. Thus, adult basic education being a program that promotes the general welfare (in that it helps both the affluent adult as well as the deprived) deserves the support of the public. In helping to eliminate illiteracy among deprived adults, the cultural level of society is raised and the general welfare of all of the people is more assured.
2. Individuals or groups who are taxed for the promotion of a program or activity should share directly in the services provided by the program. Educational programs are designed to enlighten the people and increase their productivity. In view of this fact, these adults (both the affluent and deprived) are taxed in order that these programs may be developed. The fact is, the adults pay more in taxes for support of education than do any other group. But, the deprived adult learner, having dropped out of school during early childhood due to various reasons, has not received the benefits of a program for which he was, and still is, being taxed. Educational programs designed for children are unsuitable for adults. Thus, although the public school may be open to adults, their programs are of such nature as to be of little, if any, benefit to them. Too, adults are quite unlikely to return to a school situation that drove them out in the first place.
3. The academic and cultural level of the adult determines the academic and cultural level of society and its institutions. Since adults make the decisions that determine the courses that society and its institutions will take, it is to the advantage of all people in a given society to be seriously concerned with the academic and intellectual level of all of its adults. In short, the type of society

that we have is reflected in the type of adults who go to make up that society. In the words of Plato, "The individual and the State (society) are one and the same."

4. Illiterate and uneducated adults deter the educational aspirations of the young learner. The illiterate, uneducated adult cannot serve as a desirable model or ideal for his counterpart, the young learner. The attitude of the under-educated adult is usually reflected in the feelings that their offsprings have toward school. The illiterate, possibly due to some unpleasant incident while a youngster in school, is usually "up on education", but "down on the schools".
5. The education of adults is as important and imperative as the education of children. The adult as the chief "bread-winner" and decision maker of the family needs far more knowledge and skills than his offsprings. The illiterate adult can be of little assistance to a young learner who has surpassed him in academic skills and knowledge. No longer can adults presume to take over leadership of the family or a younger group simply because of their *empirical* knowledge. Empirical knowledge is essential, it is true, but the adult also needs the type of scientific knowledge that is essential for abundant living in a complex society.
6. In the home it is the responsibility of the adult to guide and direct the experiences of the young learner. An illiterate adult is unable to do this effectively. The uneducated adult, depending upon empirical knowledge is likely to look to the past for guidance and direction. The young learner, acquiring scientific and cognitive skills, is likely to be looking to the future. Thus we have an ever increasing cultural gap between the under-educated adult and the young learner. Illiterate adults may find themselves in a "state of being". Young learners are likely to be in a "stage of becoming". The adult may feel that he has arrived at his destination and is finished. The young learner may feel that he is just beginning his intellectual journey.
7. Illiteracy and Ignorance tend to enslave people, and the enslaved are less likely to contribute to the cultural growth and the academic progress of society. Slavery inhibits the progress of both the enslaver and those that are enslaved. Slaves, often living in a state of inertia, are either unwilling or unable to think for themselves, consequently they allow others to make decisions for them. Though they work strenuously and support others, they must look to the master for physical support. And, having little or no freedom themselves, they tend to inhibit the freedom of others who are not exactly slaves, but at the same time are not wholly free. In a situation like this, the strong is likely to usurp more and more power until the state becomes entirely enslaved. Or, the

hardships of slavery become so unbearable that the slaves make a suicidal attempt to gain freedom. In the words of Lincoln, "A nation cannot exist half-slave and half-free. It will become one or the other". Likewise, a State cannot exist half literate and half illiterate. In the end the State will become one or the other, either literate, or illiterate.

8. A democracy can only thrive in an environment in which the adults are intelligent and enlightened through education. Although schools are not the only place or institution where-in one may be educated, learners need many types of formal learning experiences, and the schools seem the logical place to receive this formal training. In a dictatorship, the rulers depend upon the ignorance of the people to maintain their power. In a democracy, the leaders depend upon the intelligence and the integrity of the adult voter to provide power for the democratic process.
9. The educationally deprived child stands an excellent chance of becoming an educationally deprived adult. Psychologists suggest that the first three years of a child's life are the most fruitful years for its mental growth and development. The child who gets off to a good start academically, (Operation Headstart) is more than likely to be well on the way toward academic achievements when he reaches adulthood. Good schools, providing excellent and meaningful experiences to the learner during formative years will do much to diminish the blight of ignorance and illiteracy that is so evident in our adult population.
10. The illiterate and ignorant adult may be a liability rather than an asset to society. The reasons are these:

    a. He is a nondependable source of defense in times of war. Consider the number of adults that had to be deferred in the draft because of deficiences in education.
    b. He is likely to contribute little to the Gross National Product (GNP).
    c. He is likely to be a perpetual ward of society by becoming a perennial recipient of public welfare.
    d. They are likely to contribute much to the crime rate and to lawlessness and are likely to contribute little to the elevation of acceptable moral and spiritual values of the community.
    e. Due to their promiscuity, or divergent sense of moral and spiritual values, the illiterate adult is likely to be progenitors of a large number of illegitimate offsprings, contributing greatly to the population explosion that makes public support of the welfare agency increasingly expensive.
11. Life is so complicated and socio-economical problems so complex

that the uneducated adult may be a menacing danger to himself and to other members of society. The inability of the illiterate adult to read directions, interpret highway signs, and to follow instructions makes association with him dangerous, on the highway, on the job, in the streets and even in the home. Advances in science and technology have made literacy and intelligence a "must" in order for the adult to *exist*, let alone *thrive*, in a democratic society.

12. Programs and activities mutually aid the growth and development of individuals and communities. Growth of the individuals within the communities indicates and insures growth of the community. Whatever aids one aids the other. Intelligent, well educated, productive adults tend to make an intelligent, well educated, productive community. And adults of this type are likely to insist upon, and to sponsor programs and activities that will insure children acquiring these qualities as they approach adulthood. Thus, the welfare of the adult and the child insures the welfare of the State and the community.
13. Officials who are to make the decisions for government should be selected by intelligent citizens. In a democratic society of any appreciable size, the government is likely to be representative rathern than virtual. Individuals participate in the lawmaking process through their elected representatives. Since relatively few selected officials make the decisions that determine the destiny of the government and its people, these officials should be selected with care and precaution. Only the intellectually fit adult and those of integrity have the ability, the will, and the courage to make wise decisions in the selections.
14. Individuals, as adults, need to be taught to accept responsibilities and to be self-supporting. The financial drains on the public coffers makes this imperative. It is through the development of intellectual and technical skills that this may best be accomplished. Each adult, as a citizen needs to be trained to carry his share of responsibility for living in a democracy.
15. The school program needs to be adapted to meet the needs of all individuals. The academic needs of the pupil (pedagogy) are unsuitable to meet the academic needs of adults (andragogy). The deprived adult having failed in school as a child needs a second chance in school as provided by ABE.
16. *Education insures academic improvement and changed behavior.* One of purposes of education is to change the behavior of the individual. Education then, may improve the self-image of the learner, improve self-image results in increased morale, and an increase in morale contributes to increases in quality and quantity of accomplished tasks. Business and industry have discovered that

morale is the only variable that contributes most to the productivity of its employees.

17. Educated adults may be more easily involved group tasks and community activities than the uneducated. Involvement tends to improve the democratic process which insures the success of the task to be performed.
18. The public schools may have failed the adult during childhood. The public schools being based upon middle-class values, having a different set of goals than low-income groups, may have failed to reach the basic needs of the adult when he attended school as a child. Having been brought up in a different environment and having been exposed to a different linguistic pattern from that used in the public schools, the adult, as a child may have become frustrated, discouraged, and disillusioned to the extent that he dropped out of school. In this case it is the school that has failed the child rather than the child failing the school. In a situation like this it seems that the school—the agent of society—owes the undereducated adult a second chance to become literate.
19. Education for all (that have the potential to acquire it) is in harmony with the democratic process. But as stated in a previous paragraph the educational program suited for younger learners is absolutely unsuitable for adult learners. This indicates the need of an educational program that more fully meets the needs of the adult learner. Too, the age-gap and the experience-gap between youth and adult is too great to combine them for instruction in the same class.
20. A locality in which education receives priority is likely to influence business and industry to locate there. Business and industry needing an increasing source of intelligent and skillful employees, are more likely to settle in an environment in which the schools are superior and in which the potential employees have the intelligence to do a competent job. The training of the unskilled by industry, to fit them for the technical tasks that are required is an expensive item for business and industry. Too, since the educated adult's earning power is greater than that of the unskilled employee they are likely to spend more finance in the locality, thus insuring more "financial in-take" for business and industry.
21. Educated and enlightened adults are more likely to be sensitive to the need of support (financial and otherwise) for public school education. The under-educated possibly having had some unpleasant experiences as a child in school, may have dropped out of school after having developed an undesirable image of the school and society. Such individuals are likely to be inclined to support bond issues for the increased improvement of schools.

The illiterate, unenlightened adult is less likely to see the need for public support for education.

22. As leisure tends to increase, the progressive community is more and more in the need of civic and social organizations for the development of cultural values and social skills. The under-educated and the unskilled adult—possibly lacking the leisure, the financial resources, or possibly the desire—may not readily engage in such activities. The uneducated adult may be so busy "making a living" that he has little time or skill to engage in the business of living.

23. The educated adult is essential for social and business intercourse. The uneducated adult lacking the necessary social skills is unlikely to want to spend the time that is essential in acquiring the skills. And, lacking the technical skills essential for employment, he is likely to lack the financial security that will allow them to engage in business intercourse to any great extent. Both of these factors are important to the development of the community and society.

24. Educated adults increase and improve the cultural outlook of the community. The stress and strain of modern living, particularly in large urban areas, makes recreation increasingly important. Not only the children, but the adult as well, needs to engage in such cultural pursuits as those afforded by City Park and Recreation Commissions, museums, operas, theatres, etc. The uneducated are not likely to see the need for the existence of such facilities and services.

25. Adults can learn, do learn, and will learn, if given the opportunity to do so, under the guidance and direction of a skillful ABE teacher who is cognitive of, and sensitive to, the many problems that confront the under-educated adult. Some adults, having left school at an early age without having developed the necessary skills to insure gainful employment, would eagerly return to the classroom were suitable programs provided for them, and had they the right type of personnel to instruct them. Such a program would improve the lot of the disadvantaged adult and at the same time raise the standards of living in the community.

26. The child as a learner, cannot acquire enough educational knowledge and skills to last throughout adulthood. The rapid pace of change and advances in science and technology tends to make the knowledge and skills that are being acquired today almost obsolete before they can be adequately acquired. These factors tend to make education a continuous, on-going, never ending process. Thus, adults need to be helped to understand that education is not a domain reserved for children or younger learners alone. We live to learn, it is true, but we must also "learn to live", and that is an

experience that ends only with death.

27. Adults determine the kind of society in which we will live and the kind of society in which we will live will set the tempo for the advancement or the decline of civilization. A society guided and directed by literate, intelligent adults is likely to make giant steps in the march toward progress. On the other hand, illiterate and ill-trained adults are likely to impede progress. In this situation it seems that society has at least three alternatives: 1) to provide sufficient public support to the public schools to the extent that there will be little or no illiteracy and ignorance found among adults, 2) to provide public support for adult basic education thereby attempting to salvage the vast amount of wasted human resources resulting from uneducated, under-educated, unemployed and unemployable adults, or 3) society may decide that after they have provided public support for the younger learner, it has fulfilled its mission to all of its citizens, including adults. If the third alternative is chosen, our progress toward the attainment of the ideals of democracy is doomed. As mentioned in a previous paragraph of this discussion or report, a society cannot rise above the cultural or intellectual level of the adults who determine the fate and the destiny of that society.

The question of the importance of adult basic education and the need of its support by the public seems to form a continuous cycle that will tend to curtail society's search for excellence, until the cycle is broken. And, it seems reasonable to suggest that the acquisition of intellectual and technical skills are the two essential instruments that may provide the "cutting edge" to break the cycle. The cycle seems to run the following course or pattern:

1. Intelligent, well educated adults are essential to the acquisition and maintenance of freedom. So long as illiteracy among adults remains a constant variable in the cycle, there is little likelihood of either the acquisition or the maintenance of freedom. Illiterate and ignorant adults make excellent slaves.
2. Freedom to teach and to learn are essential to the acquisition of knowledge. It is to the intelligent educated adult that the young offsprings must look for guidance, direction, and instruction. If freedom to teach and to learn are restricted, knowledge is unlikely to flourish. Knowledge and freedom are interdependent—useless each without the other. Knowledge without freedom is all but impossible. Freedom without knowledge is dangerous.
3. Acquisition of knowledge is a requisite for the development of a progressive and productive society.
4. A progressive, productive society is essential for the development of an effective educational system.

5. An effective system of education depends upon extensive support (financial and otherwise) from the public.
6. Extensive public support for schools and for education depends upon an intelligent, well educated population of adults.

Thus, begins again the never-ending cycle: no public support without an effective educational system; no effective educational system without a progressive, productive society; no progressive productive society without the acquisition of knowledge; no acquisition of knowledge without the freedom to teach and to learn; no freedom to teach and to learn without intelligent, well educated adults; no intelligent, well educated adults without extensive public support. And so the cycle continues on and on, endlessly.

THE LEGAL AND/OR LOGICAL BASIS FOR ADULT BASIC EDUCATION

CHAPTER FOUR

THE LEGAL AND/OR LOGICAL BASIS FOR ADULT BASIC EDUCATION IN THE PUBLIC SCHOOLS

In a totalitarian state the question of the best type of education to provide for the people is a problem of little or no consequence. In a country where all of the major decisions are made by the rulers or the chief officials—who in many instances have seized the reins of government through a "coup de force"—it is felt, by the rulers at least, that universal education is quite unnecessary. Such an educational structure conforms greatly to Plato's concept of education. Plato believed that only the academic elite were entitled to an education. The military personnel were to be trained to fight—to defend the State; the common class were to "be worked" to support the State; whereas the academic class (the philosopher-kings) were to rule the state. However, in a democratic society—such as America—one constantly hears such terms as universal education; equalization of educational opportunity, civil rights, and the Bill of Rights. Such beliefs as these indicate the imperative need for a literate enlightened population, that is, if they are going to thrive in an ever-changing democratic society. Thomas Jefferson, the author of the Declaration of Independence stated the matter rather pointedly when he said in essence: "Those who would be free while at the same time remaining in ignorance, wish for that which never was and never will be."

It seems pertinent to the intent of this discussion to note that almost 100 years after the Supreme Court of Michigan (1872) handed down the decision authorizing the expenditure of public funds for the operation of secondary school (those above the eighth grade) the federal government has authorized the expenditure of federal funds for the operation of programs for adult learners, even above the eighth grade level. However, legislation has not been accompanied by essential appropriation to fund the program. Too, grades one through grades five still receive priority in funding.

During the past two decades there has been much litigation over the question of the desegregation of the public schools. The litigation has tended to center around the question of whether pupils could be denied the privilege of attending public schools, supported by public taxation, on the basis of race, color, or creed. During the year 1954, the Supreme Court of the United States decreed that public schools could not infringe upon the constitutional rights of its pupils by denying them admissions on the basis of race, color and creed. In other words the Court held that discrimination—due solely to race—had no place in the American public school system. This twenty year old controversy is brought to the readers attention for the sole purpose of citing discriminations against the adult learner by failure to recognize the adult basic education program as an integral part of the total public school program. The thesis that we advance here is this: The adult education program has both a legal and logical basis for being an integral part of the public school program. During this discussion we propose to present data that will lend support to both the legal and the logical basis of the problem.

I. The Legal Basis for Adult Education in the Public Schools

The following theses seem to suggest the legal basis for supporting adult education at public expense:

A. *Federal Legislation.* Including the Morrill Act; the Smith-Hughes Act; the Smith Lever Act; and the Adult Education Acts of 1964 and 1966 seem to indicate that the federal government senses the need for, and the legality of public assistance for adult education.

B. *Federal Financial Support.* Though the finance appropriated by the Federal Government for adult basic education is frightfully inadequate, the data indicate that wherein a few decades ago the Federal Government was spending merely a few hundred thousand dollars of the program, it is now expending millions of dollars on the program.

C. *State Support Financially.* Though the number of states engaging in adult education program appear to be on the increase, the state funds for the program—like that of the federal assistance provided—is totally inadequate for the development of a comprehensive program. Few states, if any, have provided the financial assistance that have been provided by a small segment of the states: for example, during the school year 1956-1957 California appropriated more than $8,000,000 for adult education; New York appropriated $3,500,000; and Florida $1,300,000. At present, more than 41 of the 50 states have programs in adult education.

D. *Local Support.* Financial support on the local level is mostly found in larger metropolitan areas. During 1954, $79,040,000 was spent for public school adult education in some seven thousand localities throughout the nation. But, in many other localities support is almost always limited to the ten per cent matching funds demanded by the Federal Government to supplement the 90 per cent paid through federal funds.

E. *Support of Private Agencies.* Another factor that seems to indicate the legality of making adult education an integral part of the public school system is the enormous financial support provided the program by business and industry. It has been estimated that ninety percent of the major corporations of the country conducts educational programs (1) and that these programs have a number of students equal to the total enrollment of all colleges and universities (2) and though, the vast number of millions of dollars appropriated by business and industry may be an effort to upgrade personnel performance that will benefit the company, the fact that they recognize the importance of education as a business asset indicates that adult education could be definitely a part of the educational system.

F. *Equalization of Educational Opportunity.* One of the basic tenets of American democracy is the principle—idealistic though it may be—that "all individuals, regardless of race, color, or creed, have an equal opportunity in America to advance to the greatest heights that his potentials will allow."

G. *Education is a State Function.* Although the Constitution of the United States makes no direct provision for educational support (except perhaps through the "general welfare clause") they did sense the need of education to the extent that they delegated to the several states the power to develop programs and make appropriations for the support of education.

H. In the Preamble of the Constitution of the United States, we find such reasons given for the adoption of the Constitution as: . . . . "to form a more perfect Union; to establish justice; to provide for the common defense; and to promote the general welfare." Thus, it appears that the "Founding Fathers" though not explicitly expressing a legal basis for the promotion of education, very definitely implicity implied the legal basis for the promotion of education. For how can a more perfect Union be better achieved than through the education of the people? How can justice be established in a milieu of ignorance and illiteracy? How can a group of illiterates adequately defend a country? (Note the number of rejectees in World War I and II due to illiteracy). And finally, how can you better provide for the general welfare than by promoting the education of its citizens?

II. The Logical Basis for Adult Basic Education in the Schools

It has been frequently stated that "what is legal, is ofttimes not logical, and, that oftimes what is logical is not legal. The logistics of making adult education an integral part of the public school system seems to be as logical as legal, and perhaps more so. The following points may be advanced as arguments supporting the logic of adult education as an integral part of the public school system.

A. *The Public Schools Are Based Upon Middle-Class Values.* The public schools, for the most part, based upon middle-class values, and manned by teachers from the middle-class who wish to perpetuate these values in the classroom tend to create an environment that is not conducive to the academic growth and development of the learner from deprived areas. Consequently, he enters school as a potential drop-out. A few days in school convinces him that he should be an *actual* drop-out. However, after a few days out in the streets, unemployed, underemployed, or perhaps, unemployable, he senses a need for some skills that have sale value on the market of employment. Where does he go from there? To whom or to what can he turn? At least four alternatives present themselves in a situation like, which is more usual than unusual:

(1) he can resort to that type of life wherein there is a history of repeated crime
(2) he can migrate to the urban areas and join the ranks of teeming millions on welfare at the expense of the public
(3) he can set up a private mendicant society of his own, wherein—like some poverty-stricken areas of the world—tourist and citizens are confronted (almost on every corner) with supplicants soliciting alms
(4) he can enroll in an Adult Basic Education class and acquire the skills essential for gainful employment, that is *IF*, and a BIG IF is tended) the school system has made provisions for learners of his type.

If the deprived adult learner has at least four alternatives, the American public has at least two alternatives:

(1) they may allow the illiterate or semi-illiterate adult to pursue either of the first three alternatives set forth in the paragraph above
(2) they may deem it more logical and/or feasible to pursue alternative No. 4, that is, to provide a comprehensive program of adult education in every school system of the country at public expense. Or, better still, to improve the system of public education in America to the extent that adult basic education (as it is presently known) will be totally unnecessary.

B. The Explosion of Knowledge. Research has indicated that 90 per cent of the scientists are living now in the present decade. This indicates that nine tenths of the scientists, and an equal percentage of the scientific inventions and knowledge have been produced during the present ten years. This ever-increasing explosion of knowledge tends to intensify the statistics on the increasing number of illiterates in America. This is to say that illiteracy increases in direct proportion to the increase and advance of scientific invention, technology, and automation, which all indicate an explosion of knowledge.

C. *The Population Explosion.* There appears to be a significant degree of correlation between the explosion of knowledge, the expansion of illiteracy, and the population explosion. This is to say that as the explosion of knowledge increases, the amount of illiteracy tends to increase. The increased use of signs, symbols, and abstractions employed in science and technology as means of communicating ideas tends to exclude a vast majority of individuals who possessed the bare essentials of skills in the 3-R's. And, it seems feasible to state that as illiteracy increases, there is a tendency toward increases in reproduction of offsprings.

The rationale for this assumption is: The educationally and economically deprived, lacking academic or technical skills, are very likely to be unemployed. Too, they are likely to be unengaged in those pursuits that their counterparts—the more affluent—consider to be conducive to their development academically, aesthetically, morally, or spiritually. They, having little experiences with the desirable things of life, as seen through the eyes and the experiences of the affluent; and at the same time being engrossed with the more serious problem of providing the bare essentials necessary for existence (food, clothing, shelter, and security) to themselves and their siblings and offsprings; they are quite likely, in their disappointment and disillusion, to resort to those primitive appetites and activities that result in the production of a large number of offsprings, resulting in a population explosion. Thus, the deprived adult learner seems to be encircled by a vicious cycle that tends to perpetually enslave him:

(1) the explosion of knowledge—(benefiting and raising the standards of living of the few)—tends to increase the illiteracy of the many and thereby decrease their standards of living

(2) increased illiteracy is accompanied by increased population (among the deprived)
(3) increased populations among the illiterates and semi-illiterates decreases the opportunity for gainful employment
(4) lack of employment tends to lead to increase in the crime rate, or getting on the welfare rolls.

D. *The Public Schools Should Be Held Accountable for the Illiteracy of Adults.* Since business and industry are held responsible for their products produced and sold on the market, the public generally, is tending to make more and more demands that the public schools be held accountable for the products that it places on the market.

E. *Adults Support the Schools Through Taxation.* In order for the schools to operate, taxes are necessary. Taxes are leveled on both the literate and the illiterate. Thus, the illiterate being taxed for the support of the schools has an inherent right to attend the public school until he at least has acquired the minimum essentials necessary for living in a democratic society. This right to attend the public school should not be restricted or denied on the basis of age or poor academic performance.

F. *A Literate Population Induces Business and Industry to Settle in a State or Community.* Bell (3) states that in some cases industry has underwritten expenditures for the training of its employees in the amount of $12,000 per student. Since business and industry are greatly dependent upon technology and technical skills to improve the product and increase its production, it must look to a literate and skilled populace for its employees.

G. *Many Problems of Racial Strife and of Law and Disorder Center Around Ignorance and Illiteracy.* In many cases, were one to investigate the chief contenders in racial strife, or the chief perpetrators of lawlessness and disorder, one would likely find that the ignorant and the illiterate would be the most numerous of the group. These are the ones most likely to be unemployed, under-employed, or down right unemployable. These are the ones most likely to be ultrasensitive about infringement on their rights.

H. *The Increasing Need To Read.* This point needs no comment. The increased number of vehicles on the highways with complicated highway signs necessitating more technical skills in reading and interpreting instructions, coupled with the complicated instructions that one encounters in the use of technological tools and equipment makes it dangerous to live with the ignorant or the illiterate.

I. *Boundary Lines Between the States Have No Distinct Lines of Demarcation.* This is but to ask the question: "What does it profit states like New York, California, Michigan, and others to spend vast sums on the education of its pupils when the illiterates and the ignorant of other states (who either don't expend so much, or cannot afford as much on education) can come streaming into their states by the hundreds of thousands, thereby diminishing whatever academic progress that the state has made. This is not to suggest that inhabitants should be restricted to any one given state. It does suggest however, that educational efficiency should be given priority in each of the 50 states of the Union, and that equalization of educational opportunity would be assured for all—even at the risk of federal support for education in all of the states. Physicians fighting physical and mental diseases have long since become sensitive to problems in their area and have resorted to quarantines to control the spread of the disease. Educators and officials in the states have no such tool as quarantine. The ignorant and the illiterate, within the bounds of reason, can go and can do what they damn please, all under the guise of "My Constitutional" rights. Thus, literacy on the national level seems to be the only solution.

J. *Who Fails, The Pupil or the School?* Much literature (perhaps too much) has been published on *why* the child fails in school. And, though a few writers are developing the courage to do so, far too little literature has been produced asking the searching, fact-finding question: "WHEN, HOW, WHY, AND IN WHAT MANNER DOES THE SCHOOL FAIL?" This is not to ask the age-old question "Why does the school *fail* (or promote) the child?" It is but to ask the straight-forward, soul-searching, fact-finding question: "WHEN, HOW, WHY, AND IN WHAT MANNER DOES THE SCHOOL FAIL?" Could we but come to grips with, and find the answer to, such problems as are encouched in the previous question, we might make giant steps in solving such pertinent problems as:

(1) Why do pupils drop out of school—as soon as they pass the age of compulsory attendance?
(2) Why is increased knowledge (in a land of apparent plenty) accompanied with increased illiteracy and

ignorance?

(3) Why is the need for adult basic education becoming more apparent today—despite the increased expenditure of funds to improve the public schools?

(4) Why does there appear to be a total *lack* of *awareness* of the problem—on the part of officials in institutions of higher learning—whose job it is to prepare personnel to work in all areas of concern, and with all types of people, the affluent and the deprived? Why do they persist in sending graduates out into the field who give evidence of total *unawareness* of the problem of working with deprived groups?

(5) How, in a supposedly democratic society can educators justify the existence of an educational system, based upon social structure and class distinction at the expense of academic performance or racial identity?

(6) And finally, why is there an apparent lack of dialogue between personnel in the elementary school; the secondary school; the colleges; the universities; the State Department of Education; the USOE; business and industry; the parents of pupils in schools of all levels; and even the man on the streets?

Who will attempt to develop some consensus as to the *central purposes* of education in an American democracy? A synoptic view of the problem; a cooperative effort in the identification of the problem; total involvement in establishing priorities, purposes, and/or goals; strengthened coordinated effort of all personnel, and agencies concerned, should be a positive approach toward the academic excellence that accompanied the glories of Greece during her "Golden Age." Expensive? Certainly. Assurance of positive success? Perhaps, but it may be worth the try.

A.B.E.
PROGRAM

BARRIERS AND BRIDGES TO COMMUNICATIONS IN ADULT BASIC EDUCATION

CHAPTER FIVE

BARRIERS AND BRIDGES TO COMMUNICATIONS

The ability to communicate ideas logically is one of the few characteristics that separates man from the lower animals. Through the interchange of ideas man can engage in social intercourse, make plans for the future, review the past experiences of himself and others, establish business relationships, and engage in a vast number of activities that make living in groups more profitable. The fact is, without some type or form of communication, living in groups would be quite difficult if not impossible. Through the means of communications, man may be made cognizant of both actual and vicarious experiences. Communications by means of the printed page allow one to enjoy the thoughts and ideas of the greatest scholars of the past. Through oral communications one can be made aware of the thoughts being conveyed by the speaker at present. Other than human relationships no other area of human endeavor is so important as communications. And, it is greatly through communications that human relations are enhanced—or in some instances curtailed. During the past 100 years, the United States of America has been engaged in more than six wars. It is suggested that all six of these major conflicts (not counting the other military skirmishes like the Korean crises and the Vietnam conflict, in which war was not actually declared) developed due to the inability of the conflicting parties to gather around the conference table and communicate. The inability of men to *communicate* with each other makes it even more difficult for them to *live* with each other. This is not to suggest that men fail to communicate because they do not know the definition of the term used or the language being spoken; many of the world diplomats speak as many as a dozen different foreign languages and speak them fluently. The difficulty is not in failure to understand what is being said—or was said. The difficulty stems from non-agreement of what is the intent of the statement. This is to say that often there is a lack of "meeting of minds" of the communicator and the communicatee. Other factors also contribute to the ever-increasing communication-gap: 1) the use of the same term(s) to mean different things and the use of different terms to mean the same things—particularly is this true in usage of the English language; 2) the inability or the unwillingness to try to see the problem from the other fellow's point of view; 3) the inability or unwillingness to listen to opinions that are contrary from those of one's own; 4) the unwillingness or inability of some people to factualize, that is "find the facts, fuse the facts, face the facts, and follow the facts, and 5) the unwillingness to admit that even facts change in the light of new fact-finding evidence.

What is meant by communicating and when am I communicating effectively? A great amount of literature has been written on this question. The term communication means many things to many people. To some individuals the term means to have a vast reservoir of words that one uses in conveying an idea to a listener. To others, the term means the ability of two or more individuals to talk with each other, both understanding the language of the other. Others hold that one is only communicating effectively when he is using appropriate language relative to rhetoric and grammar. One of the chief complaints that one hears from teachers in the ghettos is "They are so non-verbal." "I simply cannot communicate with them". "Their English is atrocious." Thus the problem of communications increases or diminishes in proportion to the concept that one has of the term. In this report we accept the meaning of those who conceive of the term communication as the interchange of ideas between two or more individuals in language that both parties can understand regardless of the grammatical precision of the language. Individuals who subscribe to this theory suggest that the clarity and the logistics of the idea communicated is of infinite more importance than the language used in its communication. Since the deprived adult learner is likely to be deficient in the construction of verb forms and grammatical usage, the latter concept of communication might be an acceptable thesis for the ABE teacher to use in communicating with her pupils. Here the old cliché "Take them where they are and lead them on to where they ought to be" was never more true. This does not mean that the teacher will totally neglect the communicative skills of the learner. It simply means that the teacher is going to be as much concerned (possibly more concerned) in helping the learner to acquire something worthwhile to talk about—in a sensible and logical manner—as they are in teaching the pupil "how it should be said" with possibly nothing worthwhile to say. Naturally the ideal would be to help the pupil to do both: acquire information providing something worthwhile to say and in addition to this, to say it with faultless linguistic precision. But, if an alternative must be used, we prefer the practice of helping them to acquire something to say, even at the expense of exact grammatical usage.

Types or forms of communications: The several forms of communications may be listed as follows:

1. Verbal or oral expressions. These may be further divided into:
   - a. Formal expression—delivering a public speech or proclamation, etc.
   - b. Informal expression—used in conversation and common everyday discourse.
2. Written expressions—expressions tabulated by means of signs and/or symbols. These expressions may be sub-divided into:
   - a. Formal expression—written speeches, business letters, reports, etc.

    b. Informal expressions—friendly letters, notes, etc., casually written.

3. Non-verbal expressions—does not involve the use of written or spoken words or expressions. These involve
    a. Facial expressions—that may display agreement or disagreement, pleasure or displeasure, comfort or pain.
    b. Bodily gestures—shrugging the shoulders, turning away from the speaker, wringing the hands, bowing or shaking the head, etc.

The deprived learner, though being unable to read the printed page or even to decipher the terminologies usually associated with those who are advocates of the "elaborate language", associated with the middle-class, are quite sensitive and acute when it comes to reading facial expressions and interpreting bodily gestures. The ABE teacher would do well to acquaint herself with the meanings or the intent of the deprived in their use of non-verbal language. By the way of example, Jackie Robinson the celebrated Black baseball player was ejected from a game upon one occasion simply because he spat upon the ground. It seems that Jackie was at the home plate in the process of batting. The pitcher threw the ball to Jackie, who thought that it was not a strike, allowed the ball to pass him by. When the umpire called out "STRIKE", Jackie looked at him with astonishment and simply spat upon the turf. The umpire immediately threw him out of the game. Jackie, who no doubt prided himself upon the possession of a "keen eye" especially in differentiating between a ball and a strike, thought that he was being thrown out of the game due to racial discrimination—simply because he was a Black. Perhaps the fact of the matter was that Jackie did not know that the umpire (who was the member of another minority group) considered his act an insult. Some minority groups when they wish to express extreme disgust, or utter a personal insult, do so by simply spitting on the ground at the feet of the intended victim of the intended vituperation. It is quite possible that Jackie had no intent whatever of insulting the umpire. He simply was ignorant of their non-verbal expressions. This example is given for the purpose of indicating to the ABE teacher, who in working with the deprived learner, that unless they are fully acquainted with the non-verbal language of this group, they may insult them unintentionally though it may be. Thus, it is highly important that individuals working with illiterates or semi-illiterates be ever conscious of the extreme sensitivity of this group as they attempt to interact with them.

Barriers to Communications: Teachers, especially those in deprived areas often ask the question: "Why can't I communicate with them?" "Why do they persist in remaining silent when I try to talk *to* them?" "In class, why are they so sullen and silent?" "Why do they persist in using their dialects and other forms of broken English?" "Why haven't their former teachers taught them to think and to talk properly?" "Why do they gesticulate so vigorously when speaking under emotionalized conditions?" Answers to these questions are relatively simple to the person of experience working in ghetto areas. They realize that many barriers hinder the efforts of the deprived and the affluent to communicate. Among these are:

1. *The racial barrier.* In many instances customs and traditions decree that the different races do not converse freely. The majority race is taught to look down with disdain upon the minority group, which because of its low socio-economic status, is considered to be inferior to the majority group. The minority group, having been taught by adverse treatment that they are inferior, soon begin to feel that they are indeed inferior, and evidence this fact in their attempt at linguistic intercourse with the majority. In many situations the minority member is taught to refrain from looking his superior in the face when being addressed by him.
2. *Social status.* Social status has a great impact upon the creation of barriers between the different groups. The low-income group, being the victims of a "restricted language", are at a disadvantage when attempting to read or listen to the language used by the affluent.
3. *Economic status.* Though they often deny it, or perhaps do it unintentionally, society does not consider it desirable or advisable to talk with the deprived freely. In conversation a vertical rather than a horizontal relationship exists between the affluent and the deprived. The affluent talks *to,* rather than *with* his subordinates and inferiors. A different tone of voice used in a different manner is used in addressing individuals of different social classes. The deprived sense this and feel the differentiation most keenly. Some persons think that those from low-income groups simply do not deserve the courtesy extended to others. Consider the difference made by a teacher or a policeman when addressing a member of the richer class as compared with his command given to the lower-income individual.
4. *Cultural divergence.* The term cultural divergence is used here in preference to the more popular term "culturally deprived." The reason should be obvious. There simply aren't any individuals or groups who are deprived. All individuals have beliefs, values, customs and traditions, hopes and fears, loves and hates, tools and artifacts, and other things that go to comprise what anthropologists call culture. However, if their culture is different from the majority they are called culturally deprived, and efforts to communicate with them are curtailed.
5. Past experiences—The past experiences to which the learner has been exposed have great impact upon his present behav-

ior. This statement is true whether or not the experience has been actual or vicarious. However, if the experience has been pleasant and profitable the learner is likely to want to repeat the experience. If it has been painful and unpleasant, he is likely to avoid it. Some of the past experiences that affect the learner are

a. Group experiences—those that he has experienced within the group or between his group and another.
b. Family experiences—family relationships and experiences that have taken place with parents, siblings, and other relatives
c. Peer experiences—those experiences to which he has been exposed as a member of his own group. He is likely to adopt their customs, beliefs, values, etc.
d. Individual experiences—the experiences that he has been exposed to as an individual usually have their origin in, or evolve from, his experiences with the three fore mentioned groups.

Such factors as beliefs, values, hate, biases, bigotry, or even love are not inate or inborn. Rather they are the outcome of experiences that the person has had as the member of a group or as an individual.

Bridges to Communications: Although there are many barriers to communications there appear to be many more bridges than barriers. And the possibilities for the building of better bridges are even greater. The problem seems to be that of involving more individuals in the bridge-building process and the critical task of influencing more people to make use of the bridges in their efforts to communicate with others more effectively. Some of the factors or bridges that tend to facilitate communications are:

1. The people centered concept—to care about people and what happens to people.
2. Knowledge of, and respect for, the communicatee regardless of class or race.
3. Recognition and appreciation of the contributions of other individuals and groups.
4. Recognition of the cultural divergencies among and between groups.
5. Knowledge of the person or group with whom you would communicate.
6. Similiarities in past and present experiences—the church, the schools, social organizations, business organizations, family life, etc.
7. An open-minded approach to discussions and conveyance of ideas.

8. Eternal vigilance against biases, bigotry, and prejudice.
9. Greater appeal to the behavioral sciences in solving social problems.
10. More factualization in the perennial search for Truth.
11. More extensive use of the scientific method in problem-solving.
12. A more comprehensive concept of the meaning of the term community.
13. Use of more effort to understand and accept the cultural differences in others.
14. Acceptance of sub-standard English as a tool for informal communications and the use of English as a second language for use in formal situations.
15. Greater effort to understand the linguistic patterns of the deprived.
16. Greater attention to differences in written and oral or spoken English.
17. More interest and effort in understanding non-verbal languages of the deprived.
18. Communicating with the deprived on their own linguistic level.
19. Basing communications on the experiences of the learner.
20. More simplified use of linguistics in conversing with the deprived.
21. Exercising more care in interpreting the meanings and intents of the communicator.
22. Try to avoid (as much as possible) the possibility of ambiguity in the communicative process.
23. Make a more intensive study of the meaning of the term communication.
24. More intensive study of the many problems that beset human kind in the area of human relations.
25. Development of a horizontal rather than a vertical approach in conversing with the deprived.

It is suggested that these twenty-five planks proposed for the construction of a bridge should do much to facilitate the communicative process between and among different groups and individuals—particularly in the domain of the deprived.

Communication as an art, a science, and a skill that permeates a sector of man's relationships with his fellows. It affects every facet of human endeavor. Without communications business would be impossible; social relationships would be diminished; and living within groups would be all but impossible. Communication helps to dissiminate new and discovered knowledge; it promotes the development of human relations; it assists in the change and development of more desirable attitudes; it helps in the discussion of problems that result in peaceful solutions; it helps to eliminate the need for strife that leads to war; it serves as a source of consolation to those who are distressed and disconsolate; and it helps to break down the barriers of misunderstanding that impede man's progress in developing a better environment in which to live. All of the activities in which man engages may be either improved or handicapped by communication. No problems that involve more than one individual can be effectively solved without communications. Teaching and learning (as a process) would be non-existent without communications of some kind—verbal or non-verbal. Without the aid of communication the thoughts of the great scholars of the past and present would be a "lost chord" in the great chain of thought and events that has led man out into the sunlight of reason and intelligence. It spearheaded the "Golden Age" of Greece; it resulted in the grandeur that was Rome's; it created the international might of the British Empire; it nourished the cherished seeds of "Liberty, Equality, and Freedom" which comprise the cherished ideals of America. And, the lack of it, has caused the disintegration of empires, civilizations, families, and other institutions too numerous to mention. It caused the downfall of the empire of Attila the Hun; of Genghis Khan; of the Third Reich under Hitler; and the Facist government under Mussolini. Through the aid of effective communications most things are possible. Contrawise, without it, almost nothing is possible that is desirable.

In addition to non-verbal communication, man uses at least four other means of conversing with his fellows: 1) reading, 2) writing, 3) speaking, and 4) listening. It appears that schools (at least) have placed more emphasis and importance upon the acquisition of skills that are involved in reading and writing than they have in skills dealing with speaking and listening. Generally, those whose vocal and auditory organs are unimpaired do the most of their communicating through the media of speaking and listening. If this is true—and it seems to be so—then it seems that schools would place more emphasis upon the development of skills in speaking and listening. This is not to say that skills in reading and writing are unimportant, but it does suggest that skills in oral language expression is of more importance. In the ABE class the teacher would do well to spend more time and effort in teaching the pupil to express himself clearly, coherently, and concisely. Clarity, coherence, and conciseness will do much to augment his ability to listen more effectively. He should be taught to (as he listens) be on the alert for key words and key sentences. He should be taught to read the newspaper and current news with more meaningfulness. He should be helped to see and understand that in the news story there are also "key paragraphs"—the essence of the story is usually found in the first paragraph of the story. With these facts in mind he may not be able to read the story as it appears in the news article, but will be able to discuss the article intelligently with others who have read the same article, or even give others—who may not have read the article—an accurate account of the story as it appeared in the written report. An old cliché states that "We learn to do by doing." This indicates that we learn to speak or converse through speaking and conversing, we learn to listen through listening, and we learn to think through analyzing what we have heard, written, and spoken. By placing more emphasis upon the development of speaking and listening skills, the teacher may do much to dispel the insecurity of the pupil when he is called upon to express himself orally in class. If more emphasis is placed upon "*what is being said*" than the manner in *which it was said* the pupil may be more comfortable and will experience less anxiety in expressing himself publicly. It is commonplace to hear the disadvantaged say (when called upon to express himself publicly in an audience situation) "I just can't express myself in public." Yet, when the same individual is in the midst of a group of his friends, associates, or peers, he may be quite vocal. The fact is, he may be the most vocal of the group. And why is this? The answer is simple: 1) he knows that he is known and accepted by the group, 2) he knows that they "dig" his linguistics or "lingo", 3) he knows that they *want* to hear what he has to say, therefore they are listening, 4) he knows that he will not be criticized for the manner in which he conveys his message, therefore he is at ease in his manner of speaking, and 5) he realizes that in order to get through to his listeners (an idea that seems to have escaped the insights of teachers) he must talk with them in language that the group can understand, and, he must base his examples upon the past experiences of his listeners. Few teachers realize the importance of this strategy.

The effectiveness of the teacher may be enhanced if they but realize the importance of communications; how *they*—the teacher—as well as the pupils express themselves. Pupils may be more easily motivated if they are helped to understand that getting a job depends upon communications; getting along *on* the job, entails communications; establishing good home and family relations involves communications; securing a loan or seeking assistance from public agencies, is related to communications, engaging in social intercourse with one's fellows requires communications, dropping out of school may have been caused by poor communications, and success or failure in life may be predicated upon communications. In short, communications are involved in everything we do, say, read, write, or think.

CURRICULUM DEVELOPMENT IN ADULT BASIC EDUCATION

CHAPTER SIX

CURRICULUM DEVELOPMENT IN ABE

I. *What is meant by the term curriculum?* This is a very important question, for the meaning that different educators give to the term determines in a great manner how they view, study, and attempt to develop the curriculum. Some educators view the curriculum merely as a selected course of study; others view it as a series or sequence of courses prescribed by the school for the learner; still others view it as those *planned* learning experiences provided the learner under the direction of the school; and still others view it as the total learning experiences of the learner in his environment, whether under the direction of the school or not. This comprehensive concepts of the term curriculum implies that more agencies and institutions than the school contribute to the learning experiences of the pupil; that the learning environment extends far beyond the four walls of the schoolroom; that relevant subject-matter may be found, studied, and acquired outside the school as well as in the classroom. Thus it may be seen that the concept that one accepts as a definition of curriculum will have great implications for him not only as a potential curriculum worker but also as an educator. One who holds that the curriculum functions only within the classroom, under the direction of the school, is likely to look with disdain upon those learning experiences that occur without the walls of the school. Likewise, one who looks upon the textbook as the main source of curriculum content is likely to look askance at supplementary materials that may be acquired through a study of current literature and events.

The Importance of Curriculum Study and Revision. Years ago, when life was relatively simple, when few changes were apparent in technology, science and industry, when the home provided all of the basal training necessary for gainful employment, and when the only formal training essential was a cusory knowledge of the 3-R's, curriculum change and development was quite a simple matter. The fact is, those who even considered change were looked upon with suspicion and disgust. However, the Renaissance in science and letters destroyed the former mental apathy. The scientific method quickening the minds of men with its "critical inquiry" stimulated advances in many fields. Scientific inventions began to replace old fashioned tools and machinery and as these diminished there became a noticeable decrease in the demand for unskilled labor. Automation and technology made revolutionary changes in "the world of work". The invention of printing made books and literature that were here-to-fore unattainable to the masses available to the many and at economical cost. Increased leisure, caused by the advance in technology and automation gave men more time to think through some of the persistent problems that beset them. As knowledge began to increase and spread from the classes to the masses, it became increasingly evident that the home could no longer serve as the sole agency or institution for providing its offsprings with the necessary skills essential for living in a scientific world, and in an ever-changing democracy. It has been said that 90 per cent of the inventions in the world since the dawn of civilization have occured during the present decade. And, it has been suggested that the present scientific knowledge that we are trying to transmit to our young learners will be obsolete within another decade. Factors like these should indicate the imperative need of continuously revising the curriculum.

In a previous paragraph it was suggested that different educators defined the term curriculum in different manners and thus were likely to view curriculum development in contrasting ways. In attempting to develop a rationale for curriculum development individuals or groups are quite likely to view the tasks from one of three vantage points:

A. Curriculum Development As A Problem
B. Curriculum Development As A Process
C. Curriculum Development As A Product.

A. *Curriculum Development As A Problem:* This group will be probably in the majority. They probably will contribute less to the task, consequently they will gain even less from the experience. They consider the task as one that is formidable, quite unpleasant, too technical a task to be tackled by ordinary teachers; so, they would prefer that an expert be called in to tell them not only what to do but to actually do the job for them. Teachers in this group consider the task of curriculum development as one that lies outside their center of interest.

B. *Curriculum Development As A Process:* This group is likely to be in the minority. And, though one is not likely to find the finished product (the completed curriculmn) as perfect and as scholarly as the one that the former group had the expert(s) to prepare for them, one is likely to find a group of teachers who have grown immensely as a result of having gone through the many experiences essential in developing a curriculum. The group that considers curriculum development as a process is likely to grow in academic statue in such areas as 1) more extensive knowledge of the environment in which he works; 2) more information on the people he will teach and attempt to work with; 3) more insights into the customs, mores, value systems, beliefs, hopes, fears etc. of the community; 4) improved skills in human relations; 5) a more comprehensive concept of the entire spectrum of the educational system in which he will work; 6) the establishment of better parent-teacher relationships; 7) improved faculty morale within the system; 8) and improved school-community relationships. Thus the teacher in the B Group is likely to make better use of the device or the curriculum in which she has been engaged in developing than the teachers in Group A who were merely receptors, rather than participators, in the development of the task. It may be stated here that the process in this case is of more importance than the product. The process helps to develop the teacher.

C. *Curriculum Development As A Product:* Needless to say the manner in which the curriculum worker goes about the task of developing or securing a curriculum depends to a great extent upon the desired purposes and outcomes. If the purpose is to merely acquire an outline or bulletin that one may use as a curriculum guide, the easiest way in which to do this is the manner in which Group A viewed the problem. That is, secure an expert to write the curriculum materials, and then be finished with the task. In a situation like this perhaps neither teacher nor pupils will be assisted in academic growth. But, they can say in the least, that we do have a curriculum for our school. Of course in a situation like this the document is unlikely to be used anyway; that is, until a visitor from the State Department of Education, or some accrediting agency visits the school and asks to see the curriculum design.

Those who view the curriculum as a product may be considered as a cross between Group A who considered curriculum development as a problem, and Group B who considered the task as a process. Whereas Group A favored the hiring of an expert to perform the task, and Group B (with administrative help and technical assistance from selected consultants) performed the task themselves, Group C selected segments of the activities of both Groups A and B. This is to say, that they felt that experts should be called in to guide the thinking, planning, and decision-making of the activity. In addition to this they selected a group of teachers on the faculty (referred to as "The Committee On Curriculum Development") to perform the task of writing the curriculum. Thus it may be seen that a minority report or production was in the making. Only outside experts, and a small segment of the local staff were employed in the curricula venture. This may indicate that only a small segment of the faculty and students were benefitted by the academic task of curriculum development. The "Let George do it thesis" simply will not work in effective curriculum development.

II. *Essential Elements In Curriculum Development:* Several approaches can be made to curriculum development and many approaches have been attempted with varying degrees of success. Some approaches have involved the inclusion of curriculum experts at the expense and exclusion of the instructional staff, whose job it is to implement the curriculum. Some educators have made the program a "hodgepodge" process wherein courses are added here and there as a result of popular demand and as a matter of attempting to "keep up with the Joneses." Others have made the program a "scissors and paste" affair in which new cloth is attempted to be combined with old, worn out fabrics, or, "new wine is attempted to be put into old bottles" which in any case leaves curriculum development as a process to be one that is frightfully lacking in effectiveness. Finally, there are those who approach the task from a logical, scientific point of view. Before engaging in the task of actually revising the curriculum the group attempts to come to grips with such questions or problems as these: 1) What do we, as a group, mean by the term curriculum? 2) What revisions are needed in our present curriculum? 3) Why are these revisions necessary? 4) Whose job is it to determine the necessary revisions? 5) What are the basic needs of pupils in our school? 6) How may these needs best determined? 7) Who should be involved in the process of determining needs? 8) Are their priorities or level of needs, and if so, how may these best be determined? 9) How much knowledge do we possess on the environment, the community, the people, and the situational complexes within which the curriculum will be implemented? 10) What are the inherent beliefs and value patterns of the school-community? 11) What is the attitude of the populace toward change? 12) What type of leadership is evident in the community and within the school? These and other questions and problems seem to indicate a need of knowledge of the essential elements in curriculum development. 13) To what extent, if any, are our courses of study relevant to the needs of our pupils and the needs of society? 14) Are there other agencies in the community that may make valid and valuable contributions to the academic growth of our pupils, and dare we have the courage to suggest that these contributions and/or experiences be given credit on the pupil's records though, or although, the experiences were not acquired within the four walls of the classroom? 14) Does the public school have a monopoly on the training, academic development, and the expected success of the learner? 15) If the answer is in the affirmative (and hopefully it will not be) then does not this imply that the public school and its system likewise have a monopoly on the responsibility for the failure of hundreds of thousands of pupils who are forced to attend school by the sheer force of the school attendance law? 16) If other agencies, institutions, and organizations—serving the public—are held accountable for the products that they place upon the market, should not the public schools (created, founded, and funded by the public) be held accountable for the products—the pupils—that they place upon the market as finished products? 17) By what formula or logistics have we arrived at the conclusion that sixteen Carnegie Units, or four years of intensive study were necessary for each pupil in high school or college for completion of requirements for graduation—considering the established cliché that "all pupils are unique in that they are definitely different."? 18) To what extent are our "expressional beliefs" (those to which we merely give lip-service) in harmony with our "operational beliefs" (those that are indicated by our behavior)? 19) How much, if any, should our pupils, our pupil's parents, and the total community be involved in the process of curriculum development? 20) Finally, do we have the leadership, followship, fellowship, "bulldog-tenacity" and every essential element necessary to do the job?

Questions such as those mentioned in the previous paragraph seem to indicate a group that is, in the outset, coming to grips with the critical task of identifying the many varied and interrelated problems that involve the process of curriculum development. Such a group, considering such questions, are quite likely to make a distinct differentation between *problems*, and mere SYMPTOMS of PROBLEMS. Such incidences as these may indicate *symptoms* of problems, rather than the problem per se. Evidence of symptoms of problems are encouched in such statements or questions as: 1) Why don't our children *like* to go to school? 2) Why is there so much evidence of deficiencies in reading? 3) Why are appropriations for the advancement of education so frequently turned down by the general public? 4) Why is there such a lack of parental support and participation in PTA Meetings? 5) Why is there evidence of increased crime and lawlessness in the public schools, despite the increased expenditure of funds to augment the services of the public schools? 6) Why are the deprived (those in the ghetto areas) *up* on education, and *down* on the schools? 7) Why do teachers, the "Parvenues", who just recently emerged from the ghettom exhibit such gross intolerance of others, those who are still enmeshed in the gigantic grips of the ghetto? 8) Why can't they, like we (the newly arrived) pull themselves up by their own bootstraps? The questions could go on and on, but the crux of the matter is this: these are merely symptoms of problems. The real problems can be confronted in the questions suggested in a former paragraph of this chapter. What then, are the essential elements of Curriculum development? What "ear-marks" distinguish the curriculum developer from his counterpart, the "would-be-educator, and curriculum worker?

The following elements seem to be essential to the effectiveness of any curriculum design:

A. *The Philosophy:* What are the basic beliefs of the school, the community, and those with the most influence in the community? What are their value-patterns? How consistent are their beliefs and behaviors? How does what they "say that they believe" coincide with what they actually do? Questions such as these indicate that the pivotal point of departure in any program of curriculum development are the beliefs, values, attitudes and customs of the people.

B. *Purposes:* The second essential element seems to be that of establishing purposes and the setting of goals. Needless to say, the purposes should emanate or evolve from the basic philosophy. The following set of criteria should character the establishment of purposes; 1) the purposes should be stated in simple, clear-cut language that is easily understood; 2) the purposes should take into consideration the experiences and the potentials of the learners; 3) there should be both long-range and short-range purposes and/or goals; 4) there should be extensive involvement in the goal-setting process. That is, the pupils should be involved in the setting of goals and purposes. 5) As far as possible, the purposes should be stated in behavioral terms; and 6) the purposes should lie within the possibility of achievement by the learner.

C. *Content:* After the philosophical beliefs have been determined, and the purposes and goals established, the next sequential step seems to be that of determining the content that will be used in order to achieve the stated purposes that were set forth at the beginning of the academic venture. Just here, it should be pointed out that subject-matter or content may comprise more than that that is within the textbook, or any other book as to that matter. Subject-matter or content may be conceived as all of the experiences that the learner acquires in his total environment, no matter whether the learning is acquired under formal or informal circumstances. Fact is, in many cases the subject-matter acquired under informal circumstances may be more meaningful and relevant than many of those that are provided under formal situations.

D. *Methods, Materials, and Media:* Even as the content and subject-matter evolve from the stated purposes of the curriculum, the methods, materials, and media stem from the selected content. Realizing that each pupil is different in attitude, aptitude, and abilities, and that different pupils learn in different manners and at differing rates of speed, the effective ABE teacher will seek to make herself the master of many methods. Methods that succeed extraordinarily well with one group of learners may be absolutely ineffective and inadvisable with another group, even though they be equally intelligent and academic. The intent of this discussion is not to give a review of the many methods that have proven to be effective. Rather, the purpose is to stress the importance and the relationships between methods, materials, and media, with the other essential elements of the curriculum (philosophy, purposes, and content).

1. *Methods:* In considering and selecting methods to use in the learning activity, the instructor would do well to consider such factors as: 1) the academic potential of the pupils; 2) what are the purposes of this particular learning experience?

3) how may the purposes of the learning experience be best achieved? 4) how heterogenuous or homogenuous is the group that he will be working with in terms of interests, needs, academic potential, and experiential backgrounds? 5) to what extent, if any, are present methods effective in meeting the needs (academic, emotional, psychological, physical, and social) in meeting the needs of my pupils? 6) considering the situational complex, just how far will the community *allow* me to go, (and in the light of this very realistic milieu) how far *dare* the teacher go in the use of methods—though effective in meeting pupil's needs—are foreign, and undesired by the community? 7) what method(s) can best be used in dealing with problems of a controversial nature? and 8) how may content and methods be brought into closer proximity, the one with the other? These questions have, for the most part, concerned themselves with the problem of academic performance. However, in the consideration of methods it is the intent of this discourse to point out that *methods* as such, involve much more than the limited area of academic performance and perusals. In referring to methods we are suggesting a more comprehensive concept of the term and possibly a more synoptic or "holistic" view of the process. To be brutally frank when we mention methods, we refer to more than the academic procedures associated with the achievement of selected subject-matter. Rather we refer to the many "ways of doing things" that are associated with the achievement of the many purposes involved in the educational process. And what are these? The following questions may serve as overtures or entrees to the problem(s): 1) what are some desirable methods to use in developing *positive* human relationships in the ABE Program? 2) what is the importance of *group dynamics* in curriculum development? 3) How and why should the learner(s) be involved in methods that propose to advance the progress of the learner? 4) What method may be utilized in the increased use of community resources and agencies in the ABE Program? 5) How may pupil involvement better enhance the program of "pupil progress" in ABE? 6) How and why, should methodology in teaching adults vary from those used in teaching younger learners? 7) What methods may be used to increase "working relationships" between the ABE staff and those within the public schools? 8) What methods may be used to make the general public more *aware* of the ABE Program, its problems, purposes and practices? 9) What methods may be used to assure cooperative effort (on the local, State, and National level) in the decrease, or elimination of illiteracy in

all of the States of the Union? 10) what method(s) may be employed to assure more strict accountability of the adult learner who returns to school for a "second chance"? and finally 11) and this is a crucial one. What methods(s) are *being used* or, ought to be used in the assessment and evaluation of the ABE Program?

2. *Materials:* Methods depend upon the stated purposes and the materials to be used depend upon the methods selected to achieve the stated purposes. Approximately a decade ago, the selection of materials was a relatively simple matter. There was such a limited amount of material that was suitable for the adult learner. When funds became available for the purchase of materials for ABE many companies attempted to solve the problem by merely ripping the covers off of materials and books prepared for children and printing another cover with the picture of an adult on the cover. However, the content of the book or bulletin remained the same. It has taken almost a decade for the publishers to "catch up" with the demand for current literature and materials in ABE that is suitable for the adult learner. Presently, there is such a voluminous amount of material on the market that is suitable for the adult learner that the selection of materials may comprise a complex task for the ABE teacher. In the selection of appropriate materials for the adult learner the following questions should be asked: 1) Is the material "adult-centered", that is, is it centered about the interests and needs of the adult learner? 2) Is the language style written in a manner that may appeal to adults? 3) Are the materials geared to meet the needs of adult learners in my particular group? 4) Are the materials both available and accessible, that is, do we have adequate funds to acquire the materials? 5) Are the materials suitable for the proposed methods selected for the course? 6) What are the possibilities of improvisations of materials in the event there is a lack of funds to acquire the desired materials? 7) To what extent, if any, may local agencies and institutions be used in the acquisition of needed materials and supplies? 8) What are the possibilities of "teacher-made" and "pupil-made" materials as an alternative for lack of adequate funds for materials? 9) What are the sources of free and/or inexpensive materials, and how can this source be maximized? And finally 10) How can selection of materials be best integrated with stated purposes; selected content; and adopted methods?
3. *Media:* In considering *media* (the manner in which the content, subject-matter, or instruction is to be conveyed to the

learner), one is likely to think of audio-visuals in the form of hardware: tape-recorders; cassette players; overhead projectors; video-tape equipment; record players; and a vast array of equipment that is on the market for the specific purpose of facilitating the teaching and learning process. Let us hasten to state that it is not the intent of the following statement to discredit the use of technological equipment as an effective means of media in instruction, for mass media is here, and it appears to be here to stay. However, it is suggested that the "hardware" associated with "Multi-media" is expensive to the extent that consideration of its acquisition (by the average local ABE system) is futile, if not foolish.

Though mass media may do much to facilitate the teaching and learning process one should remember that mass media can never replace the effective teacher in the classroom. Though mass media can seldom be used as a substitute for the effective teacher in the classroom, the effective teacher may, in many instances take the place of some types of mass media. For example, at times she may be a tape-recorder, for she must keep in mind a vast amount of information on each pupil as they interchange ideas and engage in the teaching learning process; at other times she may be likened unto a piece of audio-video equipment in that as she gives out verbal information that helps the learner to gain a mental picture of what she is discussing, she at the same time gives a visual picture of what she is trying to convey to the learner. She does this through facial expressions; use of the eyes; various gestures and stances, etc. And, at other times she may be likened unto a computer for she must keep in her "memory bank" a vast storehouse of information that she has garnered from the several disciplines to satisfy the academic needs of her pupils. Thus, despite the fact that low-income areas may be unable to purchase the more expensive hardware essential to a well developed AVE Program, they might do much to limit the deficiency by hiring the type of teacher who not only may, but in many, many instances serves as this type of equipment.

E. *Expected Outcomes:* One of the chief purposes of the teaching-learning process is to change the behavior of the learner. If, after a series of learning experiences, the learner behaves in the same manner as he did prior to the course, the learning experience may be said to have been ineffective. There appear to be changes in at least three areas that could reasonably be expected of the pupil, and perhaps of the teacher: ASK—*Attitudes; Skills;* and *Knowledges.*

1. *Attitudes.* What attitudes in the learner should be changed, al-

tered or developed?

  a. Does the learner evidence the willingness to withhold judgement until all available facts are in?
  b. Does he show respect for the rights and opinions of others?
  c. Does he show willingness to change his opinions in the light of new fact-finding evidence?
  d. Does he realize that such things as theories and principles are very impersonal. That is to say facts and truth stand upon their own merits rather than how he *feels* about it.
  e. In the words of Kipling, can he "Walk with crowds and keep his virtue, or talk with *kings* and not lose the common touch?"
  f. Can he honestly accept himself as a person of worth and dignity? It is only by doing this that he can accept his fellows as such.

2. *Desired Skills.* After the completion of the course of study it seems reasonable to expect that some of the following skills will have been developed (to a limited degree at least):
   a. Skills in the area of human-relations. How to "get along" with people even those who are different in class, race, religion from that of one's own class, race, or religion.
   b. Skills in locating and using factual data and being able to differentiate these data from mere "here-say" or propaganda.
   c. Skill in the acquisition, organization, analyzation and dissemination of pertinent data essential to effective living in a democratic society.
   d. Skills in the use of the problem-solving methods and the application of this method to problem-solving in the practical affairs of everyday living.
   e. Skill in communication and the interchange of ideas with others.

3. *Knowledge to Be Acquired and Developed.* During the process of curriculum development some of the following knowledges should be acquired and developed:
   a. A knowledge of the different types of curriculum design that may be used in the process of curriculum development.
   b. A knowledge of some of the technical terms that are frequently used in curriculum development. This should facilitate the interchange of ideas in the process.
   c. A knowledge of the importance of "group dynamics" in the curriculum development process.
   d. A knowledge of the techniques, tools, and trends in curriculum development.
   e. Knowledge of the many critical tasks that confront the cur-

riculum worker and the development of some "know-how" in approaching the completion of the tasks.

d. Knowledge of the attitudes and skills that are essential to the effective development of a curriculum.

e. Knowledge of the people, the environment, the customs, mores, beliefs, etc., in which the curriculum is expected to be used.

f. Knowledge of the importance of the democratic process as the group engages in curriculum development and/or revision.

g. Knowledge of the fact that curriculum development and revision continuously remain in a state of flux: as scientific and sociological changes become more evident, curriculum work becomes more complex and imperative.

h. A "speaking acquaintance" of the characteristics of the *Hidden Curriculum*, its meaning, importance, and how it operates to the advantage or to the disadvantage of the curriculum worker.

III. *Curriculum Development As A Process: Critical Tasks:* It has been suggested that curriculum development should be evolutionary rather than revolutionary. This statement indicates that the curriculum should *evolve* out of the total experiences of the people as they engage in the everyday affairs of living; as they attempt to tackle the private and public problems that persistently beset them; as they seek new answers to old problems; and as they try to find solutions that will really *work* in their own situational complex or locality. Curriculum development (even as the democratic process) may be one that is slower than its counterpart—the revolutionary process—however, the effectiveness of the "evolutionary process" tends to offset the rapid change of that that is associated with revolutionary change. And, though the *product* of curriculum development (the curriculum itself) is of utmost importance, it suggested in this report that the *curriculum process* is of most importance. As stated previously, it is through the process that the personnel *grows*.

Many critical tasks confront the curriculum worker as he sets about his job of working with his associates to develop a functional curriculum that is designed to meet the needs of learners in his specific area. Neither time nor space will permit the full discussion of these critical tasks. Suffice it to say that the tasks are mentioned for the purpose of pointing out that the curriculum committee should take these tasks into serious account in developing the proposed curriculum:

A. *Identification of The Problem(s):* It has been stated with a great degree of defensibility that "once the problem has been identified, the solution is more than half assured". In attempting to identify the problem the curriculum committee should be concerned with such questions as: 1) what appears to be the deficiencies of the present curricula offerings as they relate to the needs of our pupils? 2) What are the apparent needs of our pupils, in view of their performance academically, and in view of their behavior as they engage in activities of the community? 3) What curricula prescriptions need changes, deletions, or innovative inclusions to make the program more relevant and effective? 4) What are the present strengths and weaknesses of our program?

B. *Establishing Goals:* The second critical task in the process of developing the curriculum seems to be that of setting forth, or the establishment of goals. Needless to say, the goals and/or purposes should be both long-ranged and short-ranged. However, in the case of the ABE learner it seems *needful* to state that the deprived adult learner is more *sensitive* to the importance of *immediate* needs, over those that are long-ranged, or to be achieved in the future.

C. *Involving Personnel In the Process:* The third crucial task in the development of the "Task" seems to be that of involvement of the personnel in the development of the product. The feasibility of this thesis is based upon the acceptance of the following assumptions:

1. Those that are to be affected by the decision should have a share in the making of the decision.
2. Those that are involved in the process are most likely to experience growth, as a result of involvement in the process.
3. The experiences and knowledges of the many (in numerous instances) exceeds those of the limited few, even despite the advanced experience and knowledge of this selected and limited few.
4. Inclusion and involvement of the masses (as well as those of the classes) may insure a more " 'holostic' or synoptic view" than the view(s) advanced by the classes, or the more affluent.
5. Involvement of the masses may more effectively utilize the human resources of the community which is so conducive to curriculum construction and development.

D. *Organization and Operation of the Program:* Naturally, the organization and operation of the program will depend upon many factors. Chief among these are 1) the established purposes of the program; 2) the potential and extent of the personnel available for work within the program; 3) the *wants* and *needs* of the people for whom the program was designed; 4) the funds available for the establishment and development of the program; 5) the professional assistance that may be obtained on a State and national level; and 6) the amount and quality of leadership that is available on the local, State, and national level.

1. *Organization of the Program:* Leadership, followship, and fel-

lowship are the key words in this phase of the program. Leadership is important in that it helps to identify problems; establish goals and develop machinery for the achievement of goals. Followship is important in that it lends support to wise leadership in the venture. Just here it should be stressed that followship should include individuals of many social, economic, and academic classes.

Fellowship is important in that it is that essential element of human relations that insures the success. In far too many instances—particularly as it relates to the development of programs for the deprived—there appears to be an abysmal absence of fellowship in the promotion of the program. And, in far too many cases there may be a visual absence of individuals (for whom the program was supposedly designed) on the governing or the decision-making board. Again, this stresses the feasibility of involving those in the decision-making process who will be most affected by the decisions.

2. *Operation of the Program:* Operation of the program will depend to a very great extent upon the type of leadership that has been selected to man the program (administrators and supervisors, as well as auxiliary personnel that may do much to augment the effectiveness of the program). As stated before the program should be "people-oriented" rather than program oriented. Idealistically the program would be flexible to the extent that it made provisions for the individual needs of the learner regardless of academic potential, time schedule, or curricula requirements.

E. *Developing Group Dynamics:* Group dynamics comprise an integral part of the curriculum development program. The development of the "we"; "us"; and "our" concept is of immense importance to the success of the process. Needless to say such relationships as group dynamics don't just chance to happen. They must be developed and the developmental process entails many factors: 1) What are the existing social, academic, and emotional relationships between and among the various groups concerned? 2) What is the status of the faculty morale within the school? 3) What is the status of pupil-teacher relationships within the school? 4) How well do teachers and faculty get along? 5) What relationships exist between the instructional staff and the administrative and supervisory staff. And 6) How healthy are school and community relationships?

IV. *Several Types of Knowledge Are Essential:* A mere cursory acquaintance with the knowledge available in a specific field or discipline is no assurance as an instructor in that field. Fact is, in order to be successful as an instructor in any given field one must have fundamental skills and functional knowledge in many fields. Today, one hears much about the practice of specialization in a specific field. This is all well and good, however, in order to be a specialist in a given field one must have acquired cognitive and affective knowledges and skills in many fields. Over a decade ago, the Educational Policies Commission suggested that before attempting specialization in a given area that the potential teacher should be exposed to at least six years of formal training in college or university. During the six years of college training it was supposed that the pupil would develop a broad background in many fields as a result of being exposed to many disciplines in the academic arena. The thesis set forth by the Commission suggesting a broad general education for each individual intending to enter the teaching profession—is by no means a novel idea. It may be remembered by a few historians that centuries ago, the Greeks suggested training and perfection in at least four areas before one could count himself as being an educated person. These were 1) physical development; 2) academic acuity and efficiency; 3) aesthetic appreciation and development; and 4) a recognition and concern for things spiritual. Thus, it seems feasible to state that the teacher who knows English, and nothing else, may know how to say what she knows with impeccable precision. But if, she knows only *how* to communicate, but knows not *what* to communicate (a knowledge of other disciplines as economics, social studies, mathematics, natural science, etc.) she will have little to discuss but the rules and regulations of grammar, which can be very dull as a subject of interesting discourse.

The intent of the previous statement was not to suggest that teachers of English should not be proficient in their field. Rather it was suggested that the potential teacher of English could become more proficient in her instructional program if she had something to really talk about, other than constructions, noun declensions, adverbial clauses, and a score of other (so-called essentials) meticulous things that are so irrevelant to the busy "World of Work". The same holds true of experts in other fields. The math experts, who knows nothing but math, consequently talks nothing but math can be as dull as the football star who (though being the center of attraction on a Saturday afternoon) can be quite unimpressive if his total remarks or observations are restricted to "hidden-ball plays", "the delayed buck", "wide-end-sweeps", and offensive and defensive maneuvers.

What then, are some of the knowledges that the potential teacher needs to consider in approaching the critical tasks of curriculum development?

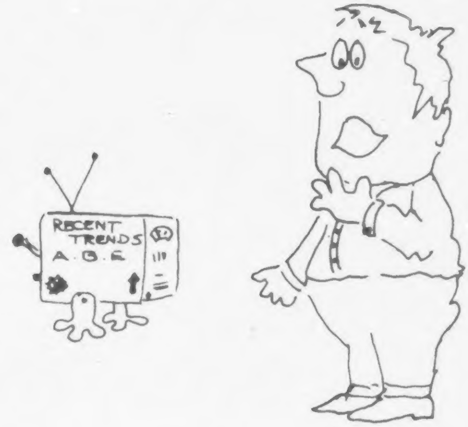
1. *Knowledge of the Community:* The importance of this knowledge cannot be overemphasized:
   a. What is the environment like?
   b. Is the community isolated, provencial, or is it exposed to the vast ribbons of highways that make "new ideas" easily accessible to the community?

c. What are the natural resources of the community? Do they seem destined to the fulfillment of the mere basic needs, or, can they reasonably aspire to the accomplishment of more altruistic needs?

d. What have been the past experiences (and more important) what are the present experiences with problems that tend to beset the community?

2. *Knowledge of the Pupil's Experiences:* The effective ABE teacher will seek to acquaint herself with the varied experiences of the pupils in her class. Only through a knowledge of the pupil's experiences can their potentials be fully discovered and utilized. The adult learner in many cases, more mature in age at least, and sometimes in experience, can be a valuable asset to the teacher in the teaching-learning process.

Some Factors That Determine Curriculum Content: Many factors determine what comprises curriculum content. Some of the factors are 1) the philosophical beliefs of the people in the community; 2) the social experiences of the people; 3) the economical status of the community; 4) the presence or lack of abundant natural resources and 5) the will and determination of parents and leaders to provide the best type of education for their offsprings as possible. In addition to these factors there are many organizations (public and private) that have extensive influence upon the content and constructions of the curriculum. And in a few instances some of these organizations do not have the best interest of the school at heart. Through the means of mass media these self-centered organizations are able to spread a wide array of propaganda that is detrimental to the school. It is not the intent of this report to attempt to point out the agencies and organizations that use the schools to their own selfish advantages. Rather a list is given of some agencies that have great effect upon curriculum construction and what is happening in the public schools. Some of the larger organizations that exert great influence upon the public and consequently influence the program in the public schools are such organizations as trade associations; National Association of Manufacturers (NAM); American Medical Association (AMA); the Labor Unions; Parent Teachers Associations (PTA) Chambers of Commerce; and others too numerous to mention. Though for the most part influential organizations feel that they are working in the general interest of the public it is quite possible that at times the special interest of the organization may conflict with the general welfare of the people. Smith, Stanley, and Shores suggest that "The issue of special interests versus the general welfare becomes a matter of grave concern. Factors like these do much to increase the problems of the curriculum maker."


RECENT
TRENDS
A.B.E.

TECHNIQUES, TOOLS, AND TRENDS IN ADULT BASIC EDUCATION

CHAPTER SEVEN

SOME SUGGESTED TOOLS, TECHNIQUES AND TRENDS FOR IMPROVING LEARNING IN ADULT BASIC EDUCATION

STATEMENT OF THE PROBLEM

Many factors have had great impact upon education in general and the disadvantaged adult in particular. During World War I, World War II, and other subsequent wars in which this country has been engaged, the public in general has become concerned with the status of literacy, particularly as it relates to adults. Other factors have also tended to pin-point the problem: 1) the launching of Sputnik by a rival country several years ago, which caused increased concern for better instruction in science and mathematics; 2) automation in science and industry, which resulted in the illiterate and semi-literate being displaced from jobs which formerly required only unskilled labor; 3) the rapid expansion of knowledge with its increased demands for technical skills and more extensive knowledge; and finally, the population explosion, making it more difficult for even the literate to secure employment. Coupled with these factors is the fact that though the public schools have failed these adults—many of them either dropped out or were forced out of our public schools—the public schools and the institutions of higher learning appear to be doing too little for far too many of the disadvantaged adults. The problem tends to become more crucial when one considers the fact that, for the most part, many of these adults—due to lack of saleable skills—are either unemployed, under-employed, or unemployable. Conditions such as these give cause for the need for investigation of the problem.

This study will be limited to an investigation and identification of selected problems in adult basic education that appear to permeate the field; a study of the tools and techniques that are being used in the attempt to solve the problems; and a study of some of the promising practices used in the field that tend to suggest definite trends in the area of adult basic education.

The writer feels that a better understanding of some tools, techniques and trends for improving learning in adult basic education is needed.

It was the purpose of this study to suggest some tools, techniques and trends for improving learning in adult basic education. Specifically, 1) identify some of the persistent problems confronting the disadvantaged adult; 2) to identify and investigate some of the tools and techniques that are being used in solving problems that particularly relate to disadvantaged adults; and, 3) to make an in-depth study of modern trends in adult basic education. In short, the intent of this investigation is to find answers or solutions to problems like these: "What are the persisting problems confronting adult basic education? What tools and techniques are being used to solve the problems? In what direction does adult basic education appear to be headed? What seems to be the future of adult basic education in America?"

Thomas Jefferson, one of the co-authors of the "Declaration of Independence," has stated that, "Those who would be free while yet remaining in ignorance, hope for that which never was and never will be". It is suggested in this report that the education of the masses in a totalitarian state does not pose a serious problem. In a country where decisions are made by the few to affect the many, education may be de-emphasized. But, in a country where major decisions are made by the many, the need for education becomes quite apparent. The 1960 census of the United States listed the following data on the literacy level of adults in the State of Tennessee: approximately six hundred sixty-six thousand four-hundred and two adults (twenty-five years of age or older) had less than a high school education. If, however, the age level was dropped to sixteen years of age or older, the present age level for the adult basic education program, it seems feasible to reason that the number of functionally illiterates in Tennessee would more than double, or possibly triple. These data should indicate the importance of this study.

Though the State Department of Education, assisted by institutions of higher learning, has made great strides in tackling the problem of illiteracy among adults, (approximately fifteen thousand to twenty thousand adults are recruited annually) too few adults are reached to significantly reduce the great reservoir of illiteracy to be found in the state. Thus, considering the small number of illiterates that are recruited, as compared with the vast number that ought to be in the program, it may be reasoned that Tennessee, like most other states in the Union, has barely touched the surface in reclaiming the undereducated adult.

METHODS AND PROCEDURES USED FOR GATHERING DATA

Data for this study were obtained from a careful and extensive examination of books, periodicals, research papers, and other related materials on this topic. The information gathered was analyzed, organized and recorded.

ANALYSIS OF DATA

Definition of Terms Used

In order to facilitate the communication of ideas in this study, certain terms have been defined and will be used as defined for the intent of this study:

Disadvantaged Adult: Due to the lack of a more appropriate term, disadvantaged adult in this report is considered to be any individual sixteen years of age or older having a functionally literacy level below the eighth grade.

Bi-lingualism: For the purpose of this study, the term bi-lingualism, is defined as the practice of allowing the disadvantaged adult to use his own vernacular, dialect, or style of writing and speaking, and using English as a second language. This practice, it is suggested, will serve to make the disadvantaged adult more comfortable during attempts to communicate with others who use middle-class English.

The Interdisciplinary Approach: Interdisciplinary approach as used in this study indicates an instructional program that makes appeal to several disciplines, and each of the disciplines are used interactively in the attempt to develop solutions to a given problem. This is to say that each of the disciplines will present a united front in tackling a given problem as compared with the multi-disciplinary approach.

The Multi-disciplinary Approach: The multi-disciplinary approach is somewhat similiar to the interdisciplinary approach in that it makes appeals to several distinct disciplines. However, it differs from the inter-disciplinary approach in that there may be less evidence of interaction between the several disciplines and less of an effort to develop a united front in attacking problems.

Elaborate Language: Elaborate language is that speech or language usually found in the home and the school where middle-class values tend to dominate the language. The elaborate language style is more likely to be found in more affluent environments.

Restricted Language: Restricted language is more likely to be found in deprived or depressed areas, and is characterized by monosyllables. Incomplete sentences and the lack of auxillary or "helping verbs" are quite apparent. Deprived persons, being the victims of an elaborate language, are likely to find themselves at a decided disadvantage when trying to express themselves in school.

Tool: For the purpose of this study, the term "tool" is defined as an instrument or apparatus used in performing an operation necessary in the practice of a vocation or profession. Thus, a scholar's tools may be his books, research, etc.

Techniques: In this study, techniques is defined as the manner in which a tool is used, or the manner in which technical details are treated.

Trend: In this study, the term "trend" is used to indicate a prevailing tendency or inclination; the direction in which a given program may be heading, or a current style or preference.

Significant Problems in the Area of Adult Education

Literature in the field has been read and reviewed to develop a frame of reference for the study.

A review of the field indicates that a voluminous amount of literature has been written on the disadvantaged adult. The rapid increase in the amount of literature published is not due to the fact that poverty, delinquency, unemployment, and illiteracy are recently emerging; rather, the increased interest may be attributed to the vigorous national effort to abolish these social and academic ills. Frank Reissman states that, "especially since 1963, the Congress has launched attacks on many of these social ills in the form of legislation and financial assistance." It appears that ever since Frank Reissman coined the term (about 1964) "culturally deprived," it has captured the attention of more and more individuals in the area of education. Among some of the bills that have been passed in an effort to alleviate the problem are: The Elementary and Secondary Education Act of 1965, The Civil Rights Act of 1964, The National Defense Act of 1964, The Economic Opportunity Act of 1964, The Vocational Act of 1963, The Mental Retardation Facilities Act of 1963, and the Adult Education Act of 1964 and 1966, and many others. Reissman also states that "during the year 1966, more than three billion dollars flowed from the United States Treasury to the Office of Education." Billions more have been appropriated since that time. What conditions have resulted in this increased spending for culturally deprived? There appears to be three main answers to the question: 1) the problem of social inequities in America that is resulting in so much disharmony among the races and between the races; 2) the increased urbanization and machination of our life today that is putting such a strain on the traditional concept of the individual rights and dignity of man; and 3) we are becoming more and more aware of an ominous schism in our society. The rich are getting richer and the poor are getting poorer. These and other factors contributed to the interest in the problem; however, John F. Kennedy and his successor, Lyndon Johnson, possibly did more to spur national interest and support in the problem than did any other factor or individual.

A review of the literature and the nature of the problem suggested that at least four types of literature should be reviewed and presented in the study: 1) literature on some of the persistent problems in adult education; 2) literature on some of the tools or mechanisms that are being used to solve problems in adult education; 3) literature on some innovative techniques by which the tools may be better used; and 4) the study of some of the trends in adult education that may provide some insights, develop some guidelines, or provide some projections for adult education programs of the future. It is suggested in this report that the four phases of the investigation—the problem, the tools, the techniques, and the trends—are so interrelated and interwoven that it is difficult to consider the one without also considering the other three. For example, one would not normally discuss tools (or even produce tools) if there were not some existing problem or condition necessitating the use of a given tool. By the same token, it would be rather meaningless to try to talk about techniques if there were no tools by which the techniques would be exercised. And, normally there would be no trends if the techniques were not sufficiently successful to warrant the use of trends. Thus, a holistic or synoptic view will be utilized in the investigation of the problem.

After reading and reviewing much material in the field of adult basic education, the following problems appeared to be rather persistent and perennial. No effort has been made to rank the problems in order of intensity. This was due to the fact that a given problem may be quite crucial in one section of the state, and perhaps non-existent in another section of the state.

The following problems seemed to be sufficiently persistent and pertinent to warrant their perusal and investigation:

1. Unemployment, under-employment, and possibly, unemployability of the under-educated adult.
2. Sub-standard housing that probably stems from the forementioned problem.
3. Lack of public awareness of the extent and intensiveness of the problem.
4. The indisputable fact that adult basic education, for the most part, is not accepted as an integral part of the public school system.
5. Deficiencies of the disadvantaged adult in essential academic and vocational skills.
6. Better trained, and an increasing number of adult basic education teachers to work in existing and potential adult basic education programs.
7. Recruitment, retention and accountability of and for the "hard-core" cases that are, and ought to be, in an adult basic education class and/or program.
8. Improvement and innovations in in-service and pre-service training programs for adult basic education teachers and other personnel.
9. The need of new concepts and more comprehensive approaches to the task of curriculum development in adult basic education.
10. Developing tools, techniques and strategies for surmounting the linguistic barriers that tend to segregate the culturally deprived from their more affluent counterparts, the middle-class learner.

In order to identify several significant problems in the area of adult basic education, the investigator read a voluminous amount of research material. The literature read and reviewed indicated to the writer that the ten problems listed in the above paragraph could be logically defended as persistent problems for perusal in a project of this nature and kind.

Research seems to indicate that no single variable or factor can be attributed to the vicious cycle in which the deprived adult finds himself engrossed. Some social scientists suggest that employment is the chief factor contributing to the conditions of the deprived. However, in-depth investigation suggests that the problem is confronted by a galaxy of factors. For example, the type of employment is affected by the status of educational training, and vice versa. Without proper employment, one cannot acquire adequate housing; without adequate housing, one is unlikely to have the proper atmosphere for study and the acquisition of educational skills that are so necessary in this technological age. Also, if housing conditions are inadequate, the status of desirable family living is quite likely to be lacking. In short, poor employment means inadequate housing and education; inadequate education means poor employment; poor employment results in undesirable housing; undesirable housing results in a poor environment for study and the development of a wholesome family life. Thus the cycle runs its course on and on from generation to generation through infinity.

At one time during the history of this country, the labor market was beset with the problem of immigrants coming into the country and flooding the market. Now, the number of immigrants has been reduced to a mere trickle. The present problem of unemployment seems to stem from the fact that teeming millions of unskilled, unemployed adults with large families—displaced by the automation of farm labor—are emigrating from the rurals and migrating to the large urban areas. Frederick Shaw states that, "about the year 1960, approximately sixty-two percent of all Americans were concentrated in two-hundred and twelve 'standard metropolitan areas'." As the large urban areas become over-populated with unskilled laborers from the rurals, the skilled and semi-skilled employees tend to move out to the suburban areas. The migration of the more affluent to the suburban areas has resulted in a depletion of the public schools for the culturally deprived. This is but to say that as the more affluent move out of the neighborhood, the school system is allowed to run down and become known more and more as the "ghetto school." Dan Dotson, professor of Educational Sociology at New York University, has pointed out the fact of this dilemma. "Surbanities," he declares, "lead an 'antispetic way' of life; nice families, segregated into nice homes, away from the pollution of both industry and the heterogeneous masses of the inner-city, and are likely to leave behind them a delapidated, deprived area that is likely to be quite undesirable for human development." Conant, in his Slums and Suburbs, supports Dotson in his views on the problem. Conant believes that "the very nature of the community determines what goes on in the school," and this is probably more fact than fiction. According to Conant, the neighborhood in which these migrants—Blacks, Porto Ricans, etc.—settle are often characterized by bad housing, high population density, and a lack of privacy, that engenders poor academic performance in schools. Not infrequently, the community lacks trained leadership. Crime rates are high and conditions are ripe for juvenile delinquency. Cultural resources are minimal. Family patterns are dis-oriented. According to Vontress, "as the whites are moving out, the Blacks are moving in," and this tends to reinforce the development of the slums. According to this author, eighteen million eight-hundred seventy-one Blacks now live outside the formerly Confederate States. The Negro, as a group, though having spent more than three hundred years in a dominant American culture, still finds himself at a decided disadvantage when compared with his counterpart, the white immigrant from Europe. John Dollard, in referring to the problem of the European immigrant, wrote:

> "They came here under the spur of ambition and with the intention to take every advantage of American opportunities . . . they know America as the 'land of opportunity,' the land of rapid rise in economic position and social status, and their anticipations are organized around this conception. Once here, there are no categorical barriers put in their way and they are able to continue their determined flight for social advancement."

Gunnar Mydral documents this thesis in many sections of *An American Dilemma*. The thesis is further reinforced by Warner, Lloyd, Havinghurst and Loeb in their book, *Who Shall Be Educated?* These authors state that the theory of the melting pot does not work for the Negro. These authors do not suggest that the schools cannot help the Negro in his struggle for advancement—they poignantly point out how this can be done—but they also point out that the Negro cannot be helped in the same manner as other immigrants, because the problems are vastly different. Glazer also tends to support the thesis by stating that "no other minority group in our nation has problems comparable in severity to those of the Negro."

In the matter of family income, it seems that the Negro is at a decided disadvantage. Michael Harrington observes:

> "The decline of aspiration among slum dwellers partly reflects a sophisticated analysis of society; for the colored minorities there is less opportunity today than there existed for the white population of the older ethnic slums, and the new slum people know this. The poverty of their myth reflects the poverty of their new reality."

Table Thirteen, page sixty series, of the Bureau of Census, United States Department of Commerce, 1958, suggests that there is a wide gap in the income of Blacks when compared with that of whites. For example, if we compare all families where the family head completed only eight years of schooling, the median family income is four thousand four hundred and eighty-seven dollors for whites, and three thousand one hundred and sixty-seven for non-whites. Non-white median family income is thus seen to be approximately seventy percent of white family income. If we include, or compare, only families where the head has completed high school, the gap still remains; median family income for whites is five thousand seven hundred and forty-two dollars; for non-whites it is three thousand nine hundred and twenty nine dollars; about sixty eight percent of white family income. Unemployment data also indicates similar disproportions. According to the National Urban League, ten unemployment rates for male non-whites since 1951 usually have been twice as high. Also, the unemployment rate for Black males seems to be even higher than that for Black females. Martin Deutsch, in discussing the poor academic performance of lower income Negro children, notes that "such children do not expect 'future rewards' for present activity."

One of the basic factors frequently cited as the cause of increased adult illiteracy is the impoverished environment that the adult experienced as a child. Recent investigations by Jerome Brunner, have focused on stimulation in the pre school child's physical and social environment as a possible determinant of intellectual achievement. Cynthia Deutsch and Vera John have studied Negro and white children on the edge of a large slum area in New York. These investigators found that concept formation, auditory and visual discrimination, language acquisition, and intelligence quotient scores related to such factors as race, social class, nursery school, and father's presence or absence from the home. One of the elements common to all of these factors, they reason, is the social and physical stimulus deprivation or enrichment concomitant to the child's status on each of these dimensions. Many of the researchers associated with the study of the effects of early environmental factors upon child development have suggested that environmental intervention might increase the achievement of children from deprived areas. This thesis was supported by Montessori and Fowler. Fowler suggested that "of twenty-five children who learned to read before the age of three, seventy-two percent had definitely enjoyed a great deal of unusually early stimulation." There was no evidence of a child reading early where stimulation was absent.

It has been suggested by many individuals that attendance in nursery school by the child has positive effects upon the development of his academic achievement. However, the mere placing of a child in a nursery school does not guarantee a rise in the intellectual ability of the child. This is to say that, in general, a substantial increase in intelligence quotient cannot be expected from nursery school attendance unless the child has come from an environment which is unusually static and unstimulating, i.e., an orphanage. This may be seen from a comparison of data on Head Start. Children from deprived areas enrolled in Head Start seem to show a decided improvement or gain in intellectual ability when compared with the more affluent or middle-class people. This may be due to the fact that the deprived child ranks so low in achievement—due to his unusually low environment—that there is greater opportunity and possibility for growth than would be the case of the affluent child. The environmental conditions that Head Start attempts to provide for the child has been available to the affluent child even before he entered Head Start or nursery school.

Not only does the environment in which the adult spent his early years of development affect the adult, the moral and spiritual values that he has accumulated as a result of living there seems to have as much effect upon him as the physical environment. A comparison of what members of the middle-class value, and what those of the lower class value, may give some insight into the problem. According to James E. Heald, the following contrast exists:

Members of the middle-class value:

1. Civic virtue and community responsibility.
2. Cleanliness and neatness.
3. Education as a potential for solving social problems.
4. Education as a preparation period for adulthood.
5. Good manners.
6. Honesty in all things.
7. Initiative.
8. Loyalty.
9. Marital fidelity.
10. Responsibility to church.
11. Responsibility to family.
12. Self-reliance.
13. Sexual morality.
14. Thrift.

Members of the lower-class value:

1. Honesty when friends or neighbors are involved.
2. Responsibility when friends or neighbors are involved.
3. Loyalty when friends or neighbors are involved.

Members of the lower-class:

1. Overlook or condone stealing and dishonesty.
2. Are less restrained in acts of agression.
3. Are less restrained in sexual activity.
4. View juvenile delinquency as normal behavior.
5. Feel little compulsion to stay in school.

Though the middle-class seem to espouse a much higher level of moral and spiritual values, especially when compared with the lower-class, the question of whether they are merely giving "lip service" to these values is one that could cause much discussion and debate.

Time nor space will allow the full discussion of all the many problems that beset the disadvantaged adult. Thus, the writer will merely list some of the problems that seem crucial to the deprived adult:

1. Linguistic barriers that tend to curtail communication.
2. The lack of public awareness of the seriousness of the problem.
3. The lack of coordination of effort between the various agencies.
4. The lack of properly trained teachers in adult basic education to work in deprived areas.
5. The apparent lack of concern by institutions of higher learning in attempting to provide support for the adult basic education program.
6. The fact that the adult basic education program is not considered to be an integral part of the public school system.
7. The apparent lack of understanding by the public in general of the nature and needs of the deprived adult.
8. The fact that the curriculum seems to be geared to meet the needs of the middle-class. This puts the learner from the lower class at a decided disadvantage.

Suggested Tools for Problem Solution in Adult Basic Education

In a previous paragraph of this report it has been suggested that the nature of the problem and the potential of the personnel selected to work on the problem will, in a great measure, determine the type of tools used and developed, and also the manner in which the tools will be used in problem solution. The literature read and reviewed, coupled with the types of problems selected for investigation, suggest the following tools for use in the adult basic education program:

1. *Programmed learning materials:* In order to foster individualized instruction wherein each learner may progress at his own rate of speed, and to allow the teacher to give more time to learners who are slower in their rate of progress, many school system have bought programmed materials wherein time and schedule are not necessarily prime factors in the learning process.

2. *Teaching machines:* Teaching machines have been used to a decided advantage in helping the adult learner in self-directed learning. The machine enables the learner to study and progress without due regard to schedule. The machines are available for use at any time that the learner feels the need or desire to use them. Thus the learner is not necessarily competing with others and their standards. Rather, he is competing with himself and his own standards.

3. *Audio-visual tapes:* The Chinese have an old proverb that states that, "A picture is worth ten thousand words." The adult learner through seeing himself on the audio-visual tape, can be led to make great improvements in his academic performance. Also, through this media, he can readily be

led to note his progress—or even lack of it—as he proceeds through various states of the course.

4. *Printed materials:* Despite the effectiveness of teaching machines, audio-visual equipment, and other types of mass media, the printed page still remains one of the chief tools of instruction. Too, many of the systems that are less affluent than others may find it financially difficult to secure the more expensive types of learning or teaching tools. In addition to the regular textbook and other supplementary books, the teacher may find it convenient to use other printed materials, such as:

a. The newspaper, popular magazines, comic strips, newspaper ads, etc.
b. Handbills distributed by merchants, commercial advertisements, etc.
c. Billboards, posters, road maps, church announcements, cooking recipes, etc.
d. Labels on purchased goods, printed ads on the television, calendars, etc.

In the use of printed materials, a word of caution seems expedient for the teacher of deprived learners. The print should be sufficiently large to accommodate the eyesight of the learner. Though simple in comprehensive difficulty, the printed material should be sufficiently mature to maintain the interest of the adult. The material should, as far as possible, be based upon the previous experiences of the learner. This is to say that the reader should be able to readily associate himself and his experiences with the materials being read.

5. *Use of resource persons and materials:* In many instances the teacher overlooks a vast amount of resource materials easily available in her own "backyard," so to speak. In the public schools we have many instances of the pupils struggling through a description of the "Great Mississippi River," as recorded on the printed page of the text, and yet it allows the child to progress through the course without ever getting a natural view of the same river that flows but a few feet from his door. Resource people, with experiences similar to those of the learner, can in many instances be more effective in reaching the learner than the teacher. This may be due to the similarity of linguistic patterns.

6. *Movie projectors, films, and slides:* Many types of films and slides are available to the adult basic education teacher for use in the teaching-learning process. However, just any type of film will not suffice. The film should fit within the needs, nature and purpose of the learning exercise that is being presented.

Some Suggested Techniques for Problem Solution

The techniques to be used in adult basic education will be greatly determined by the type and effectiveness of the tools that have been developed for solution of problems in the area. Thus, the technique will be circumvented by the tool and its purpose, and the tool will be inscribed by the problem for which it was designed. This is to say that problem, tool, and technique have an inseparable "raison d' etre," that is, they are inseparable.

On the basic of literature read and reviewed relative to problems in adult basic education, the problems and the tools seem to indicate the feasibility of the following techniques:

The effectiveness of the tool to be used is greatly determined by the ingenuity and the potential of the user. The efficiency of the tool is often determined by the effectiveness of the technique by which the tool is used. This is to say, tools and techniques are interdependent. One without the other is not totally successful. In many instances, the writer has observed equipment or tools in the classrooms gathering dust simply because the teacher could not—did not know how—or would not—did not have the motivation—to use it. In still other instances, the writer noted an ingenious teacher having the "know-How" but lacking the essential tools or equipment, struggling through a teaching-learning process with a fair degree of success. Of course, in both instances the pupils suffer—even though the ingenious teacher was able to improvise some of the needed equipment—due to the lack of both tools and techniques.

In the use of programmed materials, teaching machines, audio-visual aids, video tape equipment, and other mass media, the teacher who is not thoroughly acquainted with the machinery, its methods and purposes, should strive to acquire these skills and techniques through in-service and pre-service training sessions. Since there is a vast amount of instructional equipment on the market, and since the funds for equipment is usually inadequate, the teacher should exercise great care in selecting equipment for the program. Many pieces of equipment, though appealing to the eye, are quite ineffective in producing the desired results in the classroom.

In the use of printed materials, the imagination and ingenuity of the teacher is inestimable. Such tasks as compiling shopping lists, writing "thank-you" notes to persons who have visited the class, writing invitations to individuals to make a presentation before the class, composing the class newspaper, writing unfinished stories and allow the pupils to finish them, drawing a map of the city, identifying various landmarks of the city from the map, etc. These and other types of activities and techniques may be used to a decided advantage in the teaching-learning process for the deprived learner. The writer has seen an ingenious teacher who wrote the name of each pupil on a four by six card to be used as a name plate to be placed on the desk of each pupil (better still, allow each pupil to write his or her name on the card). The cards were shuffled and various pupils were asked to place the name plate of each pupil on the proper desk in which the pupils of the class were sitting. Thus, the pupils are motivated to not only learn to write and to recognize their own name in print, but also the names of their fellow students. Special days, like birthdays, holidays (Easter, Valentine, Christmas, Thanksgiving), etc., provide excellent opportunities for the pupils to write and exchange notes and cards.

Perhaps one of the most effective techniques—and incidentally, one that is most neglected in the classroom—is the technique of developing positive attitudes and desirable human relationships within the group. If each pupil, through group dynamics, interpersonal relations, and teacher-pupil interaction, can develop the essential elements of human relationships, the development of other techniques may be greatly simplified. But, if the element of positive human relationships is lacking, the need for developing other techniques may be unnecessary, for, more likely, the pupils will not be there anyway.

Some Recent Trends in Adult Education

Some psychologists have suggested the thesis that when one engages in an activity or experience that is successful, satisfying, pleasant, and profitable, one is likely to repeat the activity or the experience. Thus, through a study of the techniques, tactics and strategies employed in adult education, one is likely to find definite trends. This statement is based upon the assumption that individuals are likely to abandon techniques and strategies that are ineffective. On the other hand, one is likely to adhere to those techniques or strategies that produce the desired results. Thus by studying the techniques used in the more successful programs in adult basic education, one is likely to discover certain trends or patterns that are often emulated by others in the field.

Time nor space will permit, nor will the purpose of this report merit, the submittal of the vast number of trends that are evident in adult education. Suffice it then, to submit a few trends that seem to be noticeable and on-going in some selected areas in adult education.

1. There appears to be definite trends in curriculum development. Utilizing the principle of reality and the philosophy of pragmatism—that which works (or succeeds) is true—adult educators are seeking to adopt the curriculum to fit the characteristics of the learner, rather than the other way around—attempting to fit the learner to the curriculum. In order to do this, however, several procedures have been used.

a. A more intense and in-depth study of the needs of the learner.

b. More effort on the part of the teacher to acquire more information on the experiences that the learner has had.

c. Making the learning experiences of the potential learner the central learning core of the instruction for the learner.

d. Actually consider the learner as a unique individual with certain individual differences, and as such, construct a program for him in the light of this thesis.

e. Humanize the instruction to the extent that pupil and teacher both feel that they are members of the same team.

Recent trends seem to indicate the disirability of developing a program that nearly conforms to the daily schedule of the adult learner and his potential. Traditionally, particularly in the public schools, the learner must make adjustments to an almost inflexible schedule that states specifically what he is to do, what time span will be allowed for him to do it, and what standards of achievements he will have acquired after he has done it. Thus, the task of learning activity is fixed and/or predetermined, the limit of time for the operation is set, and the standard that he is to achieve is also fixed. Mind you, however, all of this is in operation despite the fact that traditional educators readily subscribe to the principle of "individual differences." The new trend in program planning seems to be variable in at least three phases of the program: 1) variability in the subject-matter to be acquired; 2) variability in the time limit in which the subject-matter is to be acquired; and 3) variability in the standards to be expected at the end of the teaching-learning process.

There is evidence that there is a trend toward change in the many subject-matter areas of adult education.

a. Subject-matter is more relevant to real life experiences of the adult.

b. In linguistic development, the vernacular of the adult is accepted in the classroom, and the practice of using English as a "second language" is espoused.

c. In mathematics, the problems are selected from real life situations of the learners, and the solutions are based upon the actual potential of the learner.

d. In the area of science, real life problems, as they are evident in the community, are studied and investigated rather than studying problems (found in the textbook) that may refer to some remote state or area that have no relationship whatever to the problems of the particular system that is conducting the study.

e. In the social sciences, the problems selected for investigation are based upon the crucial problems actually existing in the community. Problems of a social and civic nature comprise the core of the curriculum in the area of social sciences. This is to say that the core of the social studies program is the problem: 1) What are our problems? 2) How do we indentify problems—how do we differentiate problems from mere symptoms of problems? 3) What are some suggested solutions for our problems? 4) How may we best organize to affect the suggested solutions?

f. The problems of health—in the local community—are rapidly becoming the center of interest for the development of a health program in any effective school system, be that system adult education or that of the traditional public school.

Contrary to the trends in modern education in the public schools, in which "Educational Parks"—the practice by which large numbers of pupils are brought under the administration and supervision of a single complex—are suggested, the trend in adult basic education seems to veer toward the desirability of the local community center in adult basic education. This thesis seems to be defensible when one realizes that the deprived adult learner—being more provencal than his counterpart, the more affluent learner, would rather attend school—if indeed he may be enticed to do so—than to attend a "center" far removed from his own neighborhood center, no matter how affluent the "central center for adult basic education."

CONCLUSIONS

The data in this study, "Some Suggested Tools, Techniques and Trends for Improving Learning in Adult Basic Education," warrant the following conclusions:

I. Some Problems that Affect Adults

  A. Unemployment, underemployment and unemployability of the adult learner.
  B. Sub-standard housing.
  C. Lack of public awareness of the extent and intensiveness of the problem.
  D. Adult education is not generally accepted as an integral part of the public school system.
  E. Deficiencies of the disadvantaged adult in academic and vocational skills.
  F. Lack of trained teachers for teaching adults.
  G. Lack of curriculum suited to the needs of the adult learner.
  H. Linguistic barriers that tend to segregate the culturally deprived from their more affluent counterparts, the middle-class learner.

II. Some Suggested Tools for Improving Adult Learning

  A. Programmed learning materials.
  B. Teaching machines—movie projectors, films, slides, etc.
  C. Audio-visual tapes.
  D. Printed materials:

    1. Newspapers

2. Magazines
3. Comic strips
4. Newspaper ads
5. Handbills
6. Commercial advertisements
7. Billboards
8. Posters
9. Road maps
10. Church announcements
11. Cooking recipes
12. Labels on purchased goods
13. Calendars

E. Resource persons and materials.

III. Some Suggested Techniques or Activities for Students for Improvement of Learning

A. Use programmed materials and teaching machines after thoroughly familiarizing oneself with the operation through pre-service or in-service workshops.
B. Compile shopping lists from newspapers and magazines.
C. Write "thank-you" notes and invitations.
D. Compose a class newspaper with comic strips, if desired.
E. Make handbills to be used possibly as recruitment aids—this would include billboards, posters, church announcements, etc.
F. Draw a map of the city, identifying various landmarks of the city.
G. Write students' names on cardboard and shuffle before asking student to select own name.
H. Study cooking recipes in dealing with fractions and also to build a "household" vocabulary.
I. Use the calendar not only to learn about special days, but for learning numerals as well and how to purchase and send cards on special days.
J. Resource persons seem to be invaluable when discussing topics of interest for the adult learner.

    1. Income tax consultant
    2. Insurance company personnel
    3. Social security representative
    4. Food stamp supervisor, and others

K. Developing positive attitudes and desirable relationships within the group through dynamics, interpersonal relations and pupil-teacher interaction is most significant for good adult learning.

IV. Some Trends in Adult Basic Education

A. More and more, appeals are being made to the research people in suggesting problem solutions in the field.

B. A more systematic approach is being made to improve instruction through pre-service and in-service programs.

C. Greater concern is evident in the effort to develop "linkage" and coordinated effort of local, state, federal and private agencies.

D. An ever increasing interest of higher education in the adult education program.

E. An increasing number of professional conferences on the local, state and regional level.

F. Some rather startling efforts of the more progressive organizations and institutions of higher learning in attempting to develop projections, and to pre-determine what is in the future in adult education. For example, the University of Maryland, through its project "Think Tank," is conducting conferences on a national scale attempting to foresee what will be happening to adult education in an almost unimaginable world in ten or twenty years from now.

G. There appears to be developing a changed concept of the term "adult basic education." Instead of restricting the term to mean developing competencies in mere reading, writing and arithmetic, many systems are considering other activities and experiences as *basic* to education.

H. An attempt to develop teachers, systems and personnel who are "people centered" rather than being merely "subject-matter centered."

I. Personnel who have developed a "holistic" or a "synoptic" view of the whole spectrum of problems in deprived areas.

J. The development of sensitivity *to* the need for more involvement of the deprived at the "decision making" level. This is to say that: "Those who are to be affected by the decision, should *share* in the making of the decision."

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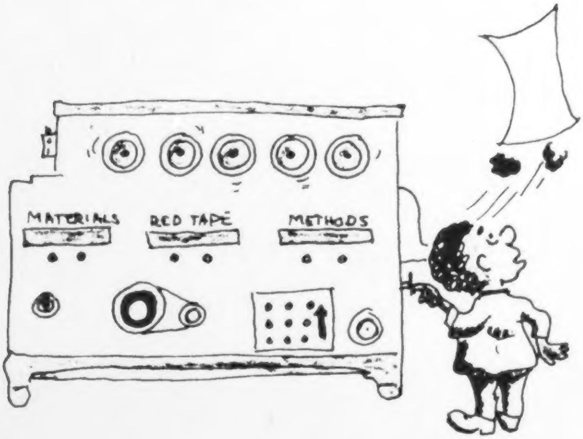

MATERIALS
RED TAPE
METHODS

ADMINISTRATION (MANAGEMENT) AND SUPERVISION IN ADULT BASIC EDUCATION

CHAPTER EIGHT

ADMINISTRATION AND SUPERVISION IN ABE

What is an administrator? What does he do when he really fulfills his function? What competencies does he need to adequately perform his critical tasks? What training and experience does he need? What is his administrative behavior when he finds himself at the crossroads of controversy, or in the valley of indecision? Boards of Education, Trustees of Colleges and Universities, and Directors of large corporations are continuously confronted with questions such as these when they face the crucial task of selecting an administrator. Some, approach the task from various points of view. Many variables enter the process of selection: What is the academic potential of the administrator? From what school did he matriculate? Whom does he know, and who knows him? Who recommended him for the position? To what social and civic organizations does he belong? What is his wife like, and how will she fit into the social spectrum of *our* wives? That is, how will our wives accept his wife? All of these questions, germane as they may seem to be, fail to reach the real crux of the problem. The type of questions that should receive priority in the study and selection of the appointee are questions such as: 1) What is his administrative behavior when confronted with a problem that involves a momentuous decision? What is his emotional equilibrium when confronted with a crisis? It has been said that you cannot really determine what a man or a woman is; what they believe; or what they will do; until they are faced with a crisis. What characteristics does he possess that are conducive to success as an administrative officer? That is, is he consistent in his relationships with his associates both business and social? Does he operate on principles that are acceptable in respectful business practices? Does he delegate authority in the decision-making process, yet maintain responsibility if the venture fails? Questions such as these seek answers to the "isness" of the administrator rather than the "oughtness", or what he *ought* to be. (1)

The "is", and the "ought" dichotomy is one that is normally as separated from each other as the East is from the West. Yet, before any discernible ingress can be made in the development of competence in school administration, efforts and progress must be made toward bringing the "isness" and the "oughtness" of administrative behavior within closer proximity, the one with the other. What one does, and what one ought to do as an administrator may comprise two far different areas of concerns. Time nor space will allow the persuit of the things that the administrator *ought* to do. A voluminous amount of literature—perhaps far too much—has been written and spoken about what the school administrator ought to do. But the chief concern of this presentation involves the inescapable questions: 1) what is he doing? 2) What is the *isness* of his administrative behavior as compared with the "ought-ness" of his behavior? Questions such as these give rise to additional statements that should further pin-point the essential elements and behaviors of the school administrator:

1. He has a profound philosophy of Education that is in close harmony with an acceptable philosophy of Life.
2. He bases his decisions upon principles, rather than upon personalities.
3. He involves those that are affected by the results in the "decision-making process.
4. He seeks to help the group to identify their goals and purposes, and through cooperative action of the group, helps them to achieve their goals.
5. He is definitely a leader, but he realizes that leadership shuttles back-and-forth among and between the various members of the group.
6. He is always willing to submerge his personal desires or interests in the interest of the group.
7. He realizes that personalities, circumstances, and situations alter cases and/or procedures.
8. He has the courage to exercise "Empathy". He dares to try to put himself in the "Other Fellow's Place."

What an administrator actually does or how he behaves depends to a great extent upon his philosophy or set of beliefs. Of course there are at least two sets of beliefs that may be used by an administrator: 1) expressional beliefs—those beliefs that an individual merely says that he believes, and 2) operational beliefs. These beliefs can be more easily identified than expressional beliefs. Operational beliefs can be observed through what one does. Thus in attempting to make a thorough study of administrative behavior one needs to consider how nearly expressional beliefs conform to operational beliefs. Other variables also affect the administrative behavior of the administrator: 1) how does he view himself and his position? 2) How do his superior officers view him and his job? 3) how do fellow administrators view him and the job of administration? How he views himself, his job, and how others view him will have far-reaching effects upon the behavior of the administrator.

Types of Administrators. There are at least four types of administrators and their behavior patterns are distinctive enough to form a definite pattern in the area of administration.

a. *The Autocrat.* This type of administrator is easily identified. He is a dictator. He makes all or most of the decisions and expects subordinates to follow them to the letter. His interest is primarily in self rather than in the interest of the group. One thing however, seems to escape the attention of the casual observer. The autocrat, though appearing to be hard, cruel, vengeful, and unrelentless when dealing with subordinates, is often found to be the most sychopant, submissive, and cringing person in the world when confronted by his superiors, or those in positions of power that exceed his own limited power.

b. *The Democrat.* This is a rare type of bird, who like the bald-headed eagle of America, may soon become extinct. We are likely to hear more and read more about this type of individual than we are to actually *see* him in action. The democratic administrator is the direct opposite of his counterpart the autocrat. He believes in, and subscribes to the importance of the *decision-making* process. But, he involves each member of the group in the process of making the decisions. He does this because he feels that those who are to be affected by the decision have a right to share in making the decision. This implied right to share in making the decision carries with it implied need to share in the responsibility of perfecting the decision. The democratic leader has security. He is sure of himself. He realizes that leadership often shuttles back and forth from member to member. He realizes that no one individual is the leader in all things. He is a staunch believer in the democratic process. And though the democratic process may be one that is slow, he believes that the combined thinking of the group may exceed the thinking of the few. He helps the group to identify their problems; establish their goals; and helps them to develop machinery for the achievement of group goals. He may be accused by his critics as being a cunctator, or an indecisive individual, but he holds steadfast in his belief in the effectiveness of the democratic process.

3. *The Plutocrat.* The plutocratic administrator, in many instances, resembles the autocratic leader. In administrative behavior both are likely to be dictatorial. But here the difference becomes apparent. The autocratic administrator—in many cases having emerged from the "lower ranks of society" perhaps through a "coup de force" is likely to rely upon physical force and military might to maintain his position of power. On the other hand, the plutocrat, usually a person of noble birth; having had the benefits of training in the best schools; and having been taught—from birth—that he is better than *all* individuals in the lower social class, is likely to assume a dictatorial role based solely upon socio-economic affluence. Thus, he may assume a "paternalistic" or "Father knows best" role in his dealing with the ignorant and illiterate underlings whose chief "raison d' etre" is to support him and his cohorts in their positions of power and affluence.

4. *The Diplomat.* This type of administrator is known by many names and titles: The Laissez Faire Administrator; The (so-called) democratic administrator; the Machaivellian administrator; the "opportunist"; and, the "Damn Nice Guy" type of administrator. The crux of the matter is the fact that the Diplocatic Leader actually does not know what he is doing, or even, what he should be attempting to do. He actually thinks that he is providing "*democratic leadership*" but he is actually providing *disastrious* leadership. His philosophy seems to be this: 1) identify the crowd (those with the most influence; 2) identify their wants, (to hell with their basic needs); 3) proceed to try to fulfill their wants (yet at the same time attempt to show them that wants and needs—and this will not be difficult)—are the same; 5) Find out in which direction the crowd is headed, run and get

ahead of the crowd, and then proclaim to all: "I AM YOUR LEADER."

Recent Developments in Educational Administration. Though administration per se has been around for thousands and thousands of years, educational administration, as a science, is relatively new. In fact less than twenty years ago (1947) met at Endicott New York to form the National Conference of Professors of Educational Administration (NCPEA). Since that time much progress has been made in the field. During that time many approaches were made in an effort to fully understand and describe the function of educational administration. Some scholars have suggested that a general concept of educational administration could be gained through a study of other types of administration, i.e. administration as used in the army, in business and industry, in the hospitals and in large corporations. Though the study of administration as exercised in other fields, may serve as a model, it should be pointed out that the administrator in a large plant or factory may be primarily interested in the production of a large number of effective tools or machines to place on the market, the educational administrator may be chiefly concerned with the development of minds and the changing of behavior of individuals. In short, it seems to be far easier to administer and supervise organizations whose function it is to produce inanimate things or objects than it is to administer and supervise an institution whose function it is to develop personalities. If educational administration and supervision is different from that found in the armed forces and in big business, there is even a greater contrast between the educational administration found in the public schools and that found in the administration and supervision of adult basic education. And why is this true? The answer seems obvious. The administrator and supervisor, working with components who are older; in many cases slower but more experienced; who are more fixed in their ways therefore more difficult to change; whose philosophy of life centers around the todays rather than the tomorrows, will need a far different type of a program than the type provided his younger counterpart. Thus the need of a different type of program evidences the need of a different type of an administrator.

What Type of Administrator and Supervisor is Needed for the Program. In Vol. I of this series, page 26, it was suggested the type of a teacher needed for learners in the adult basic education program. Administrators and supervisors will need all of the characteristics of the ABE teacher, and then some . . .

1. Administrators and supervisors who are ever sensitive to administrative behavior. That is they are more concerned with the "is" than with the "ought".
2. Individuals who subscribe to a basic philosophy of Life and of education and who adhere to a set of guiding principles that it is quite possible to pre-determine their behavior even when confronted by the unanticipated.

3. Individuals who are experts in human relations and who use the group process to its fullest extent.
4. Individuals who realize that leadership-shuttles back and forth between and among groups, and readily encourages this process.
5. Individuals who can communicate with subordinates effectively; who use the horizontal approach—that is talking on the same level—rather than the vertical approach—that is "talking down" to subordinates.
6. Individuals who are expert in helping the group to identify its problems and in the setting of goals to eleminate the problem.
7. Individuals who are thoroughly cognizant of the potentials of the "decision-making process and seeks to involve as many individuals in the process as are concerned with the decision.
8. Individuals who are people-centered rather than program-centered; and individuals who tackling the critical tasks of administration make the problem-solving approach to the solution of the task.
9. Individuals who know educational administration and supervision and who in their administrative behavior consider administration as a science rather than as an art.
10. Individuals who are skillful in the communication of ideas both oral and written and utilizes these to the utmost in his relationships with subordinates and superiors.

The Relationship Between Theory and Practice. Formerly, it was thought by many educators at least that theory had no important place in education. Many administrators, playing the role "by ear" were often heard to say: "I don't believe in all of this theoretical jargon". "I believe in the practical and the pragmatic". Lately however, scholars, using the scientific approach have suggested the importance of developing theory as a guideline for the practices that are to predetermine the administrative behavior of the executive. Griffiths (25) has suggested at least five factors that may account for the antitheoretical bias of the average educational administrator: 1) *Factualism*, the widespread belief that all that is necessary to improve administration is to collect facts. Though facts are important, the major question is how interrelated are the collected facts to the solution of the problem? 2) *An Overwhelming Amount of Respect for Authority.* Educational administrators are too prone to accept the opinions of experts in the field rather than daring to conduct research into the field of those things that are already taken for granted. Consider Copernicus' venture in the field of science 3) *Fear of theory.* Administrators do not actually express a fear of theory, rather they tend to couch their fears within such statements as "theory is too difficult"; or "theory is impractical"; or "theories are so unstable". (25). According to Coladarci and Getzels (13) statements like these are merely a ruse to discredit theories. Dewey (4) lends support to Coladarci and Getzels by stating "Theory is in the end . . . the most practical of all things because it widens the range of attention beyond merely purposes and desires. 4) A fourth factor that inhibits the study of administration is the *lack of professional language*. Griffiths (5) states that there is a lack of consistency in the use of terms to describe common events; and that the same words (democracy, authority, integration, etc.) are used to describe a wide variety of events or acts. 5) A fifth factor that curtails the study of administration is "*emotional identification with personal views.* Griffiths (25) states that a person may become so emotionally engrossed with a point of view as to make his viewpoint personal. And to attack the person's view is to attack the person as an individual.

Some guiding principles that should determine administrative behavior. How does an administrator behave when confronted by a critical task or faced with a crucial issue? How *ought* the administrator behave under such circumstances? Graff (6) and Street suggest that individuals preparing to assume the role of the administrator should be as much concerned with the question of "how the administrator ought to behave" as they are with the actual behavior of the administrator. Frequently how an administrator *behaves* and how he *ought* to behave represent two distinct patterns of behavior. How administrators actually behave represents their operational beliefs and tends to formulate the basis of their administrative theory. How administrators ought to behave—or *say* that they behave—represent mere expressional beliefs which tend to formulate their philosophy of administration. Campbell, corbally, and Ramseyer indicate that more than one variable conditions the behavior of the administrator. These writers suggest that understandings (concepts) influence values; values affect basic beliefs; and basic beliefs—operational beliefs—determine behavior. Since operational beliefs and expressional beliefs are often polarized, it seems important to suggest some basic principles of administration that tend to bring the two systems of beliefs into closer proximity. This is to say that operational beliefs and expressional beliefs should be in closer harmony with each other. Such an arrangement might tend to develop reasonable agreement between theory and practice in the behavior of the administrator.

The following principles are set forth as suggestions for improving administrative behavior of the potential administrator:

1. The administrator seeks to be consistent in his relations with, and attitude toward, associates, superiors, and subordinates.
2. As far as possible the administrator seeks to involve all in the decision-making process that are likely to be affected by the decision.
3. The administrator does not necessarily make all of the decisions for the group. Rather, he assumes responsibility for assuring that the decision-making process is made an integral part of the group process.
4. He is aware of the potential of group processes and utilizes these to the fullest extent possible.

5. The administrator seeks to base administrative action and behavior on principles that are in conformance with acceptable administrative theory and practice.
6. The administrator realizes that there should never be authority without corresponding responsibility and that there can never be responsibility without corresponding authority.
7. The administrator realizes that circumstances and situations alter cases. He further realizes that as soon as he enters a situation the situation is never the same.
8. The administrator realizes that leadership is an ever-shifting process or thing. This is to say that leadership often shuttles back and forth among various members of the group according to their potentials.

OUR EXPERTS WRITE ABOUT ADULT BASIC EDUCATION

APPENDIX A

THE UTILIZATION OF THE COMMUNITY RESOURCES

Prepared for:
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Adult Basic Education
The Utilization of the Community Resources

The commonly applied terminal expression—community 'resources—seems to be too broad in scope to be pinned down to an educational operation. Thus, it becomes necessary to re-examine the traditional usage, in order to emerge with a more understanding function for adult basic education application. The examination process permits disecting the use of the statement into three dimensional elements:

1. The community material resources.
2. The community human resources.
3. The community culture and non-culture resources.

Before embarking too far into the educational level of community utilization it appears that a workable definition should be established which will govern the involved functions. In this educational setting, the sociological definition is being employed rather than a geographical definition. However, each may perform an interplaying role in a programming process. Thus, a community is a group of people living in a given area, having common cultural backgrounds and interest directed toward a given center.

The Community Material Resources:

Material resource may be subdivided into two areas: (1) school buildings, and (2) industrial plant sites.

School Buildings: The educational transition and the school consolidation process have made available many school buildings that can be utilized for adult educational centers. The reactivation of these facilities could provide many day programs for adults. The public school system is gradually recognizing education as a life-long journey and this will encourage the use of the regular school plant for adults as well as for children.

During the late afternoons and evenings, an enriched educational program can be uniquely designed to serve the academic, social, economic and career thirst of its many adult citizens.

The plan to satisfy this educational need should be approached differently from previous programs. In the past, the young learner did not participate to a large extent in the growth-contents which were developed to enhance their lives. The reasons for limited involvement were cited as being: (1) young learners' experiences were not mature enough to influence major educational decisions, and (2) social and cultural development not broad enough to determine curriculum impact on the problems. A truly good program for the adults must be prescriptioned with the adult learner playing a fifty-fifty role in the educational decision process.

Industrial Plants: In order for adult basic education to fully utilize the industrial plant site for a learning environment, a traditional conceptional departure is needed in our frame of reference. We have been somewhat programmed to think that instruction and learning can take place only in a school building. If adult education is to use the component aspects of the community in an educational setting to the maximum, this attitudal thinking will need modifying. Certain academic vocational and career needs can be fulfilled by carrying the instructional program to the working area of the adults or plant site. The industrial plant educational personnel supervisor and the local educational supervisor plan and arrange a schedule which will provide both work and educational experiences for the adult in day and evening programs. The developed use of the plant site idea is viewed by the writer as a new opportunity reservoir for adult education and education of all levels.

The Community Human Resources:

It is reasonable to think that American education emphasis will take a philosophical shift in some of its objectives. Education counts for a shift which was made in the middle and late 40's when the concept moved from a teacher or subject centered school to a child centered activity.[1]

Judgement seems to indicate that standards will lessen and a more human-centered education will be the major concern of education. This, however, will probably be more visable in the adult education program than in the common high schools, but the thrust in the adult objectives will create some change in the secondary education process.

The emerging of the human objectivity will create a utilization demand for greater involvement of more human resources from the community. This resource may be classified into two types: (1) the study of those who have already made a contribution to the community, and (2) those persons who are presently carving out history in the community.

To know your contributors seems to be a worthwhile goal for any learning situation. To know the citizens of the community who have been the health leaders, professional, political, social and economic strength, certainly provides relevant needs to adults and applicable to many daily needs. It would appear to be a challenge to study the history maker of today rather than to refer to resources who cannot associate with the present community.

In order to utilize the human resources that have been discovered, two other ingredients are necessary. They are: (1) visitation, and (2) invitation. A broad experience and expanded knowledge of understanding can be achieved through visitation. The number of areas are too many to numerate however, we are citing only a few: (1) the governor's office, (2) the superintendent of schools, (3) the mayor of your city, (4) county judge, (5) chief of police, (6) the banks, (7) the principal of schools, and (8) recreation center. The mentioned visits should be well planned by teacher and class and placed in the instructional calendar. The invitation which provides for the use of community human resource should be a part of the regular teaching plan. The resource visitor should be informed as to the information desired and pertinent to the classes' needs. Adult students should take an active role in selecting and announcing the resource person. Students whenever possible could be given permission to ask questions. The utilization of many of our community leaders to discuss problems with the adults who are now attending class could serve as a gap bridger for better adult and youth understanding with public officials.

Such use of human resources may have great merit in promoting human relationship especially, with the law enforcement officers where it appears to have a wide gap between themselves and many of the lay-public.

The Community Non Material Culture and Material Culture Resources:

There is little room for separating the culture from the community. The culture make-up is a part of the life of the community. At this point, it may be well to indicate what is included when we say culture or the definition. In this discussion, culture is the sum total knowledge, habits, custom traits and beliefs that an individual gets by being a member of society.

Some aspects of the non material culture seems to provide relevant learning and adds zest to adult instruction. They are: (1) the familiar hymns of a community, (2) the historic development of the community, which should include: the county site, the school district, the first church and the early settlers, (3) the understanding of the many ceremonies, special holidays, (4) patriotic quotations and famous statements, and (5) function of social groups such as Chamber of Commerce, Lions Club and Jaycees.

Material Culture: Having appreciation and knowledge for the things that help make up a community is the first line of defense for being a functional citizen. Thus, another important area which could be utilized in the community complex is the historic artifacts and the surrounding national resources. The kind of resources available, the quantity, how may they be used, possible market and plant locations for production purposes.

The more the citizens know about their resources, the way they are used and plowed back into society, the greater the community investment will become. It may be well for the adult educator to bear in mind that the instructional root in the natural culture and community have a reciprocal influence upon each other. Each may promote good will in the community and unify the culture and non culture ties.

Conclusion:

If adult basic education will utilize the community in its proper prospective, it may become an expanded reservoir for knowledge gathering and educational stabilizing. Developing a well designed plan to utilize the community may undercover new experimental approaches for initiating ways of learning. The culture and non cultural materials could serve as an instructional hub for the teaching process.

This utilization approach of the community has labored to analyze and discuss the community in threefold:

1. The community national resources.
2. The community human resources.
3. The community culture and non culture resources.

It is hoped that this kind of thinking will cause others to view the community as a composition of element rather than a single variable.

Goetting, M. L. *Teaching in The Secondary School.* Prentice-Hall, Inc., New York, 1942, p 11.

APPENDIX B

PROGRAM DEVELOPMENT IN ADULT BASIC EDUCATION

by

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Change is inevitable! It is no longer a question of whether change will occur in modern day society but a matter of the direction of change—planned versus unplanned change. Adult basic education (ABE) is predicated on the belief that planned educational change can be beneficial to adults with less than an eighth grade education. The medium for accomplishing this planned change is a program; therefore, program development in ABE is the process through which a plan is formulated, implemented, and evaluated to effect change in the behavior of educationally disadvantaged adults:

1. Change in what they know.
2. Change in what they understand.
3. Change in what they feel.
4. Change in what they do.

There is no way one could delve into the many aspects that would be involved in a program development process for ABE in the short length of this paper. However, an attempt will be made to present some of the basic considerations to which attention must be given. It will not be a narrow prescriptive approach because many problems arise, and the solutions to these are often unique to a particular setting. With a change in location and/or clientele, the same problems may necessitate different answers. This makes it impossible to establish a series of concrete solutions that will answer any questions, regardless of the situation. However, there are certain principles of program development which, when properly applied, will enable one to find the solutions to these problems. These will be examined in the remainder of this paper.

ABE personnel should answer four fundamental questions in attempting to formulate, implement, and evaluate an educational program for educationally disadvantaged adults. These are as follows:

1. What should be the objectives of the ABE program?
2. What educational experiences should one provide in order to achieve

these objectives?

3. How can these educational experiences be organized to be most effective?
4. How can one determine if the objectives have been attained?[*]

What Should Be the Objectives of the ABE Program

What is a program objective? It is an aim or intent to change the behavior of a learner within a specific content area. Objectives are necessary to provide a sound basis for selecting appropriate content, materials, and techniques for efficient instruction. It is also impossible to evaluate effectively without stated objectives.

What is the source of appropriate objectives? It would appear that there is no single source of information that is adequate for wise and comprehensive decisions about the objectives of the ABE program. While there are probably others, three sources are:

1. Study of the learner himself.
2. Analysis of contemporary life.
3. Recommendations of subject-matter specialists.

Study of the Learner

A study of the ABE learner would seek to identify his needs and interests. This is important because if the program deals with matters that are of importance to the adults, he is more likely to actively participate in them; and, consequently, he will learn by what he does.

Analysis of Contemporary Life

While this is not to argue against tradition completely, it appears necessary to accept the fact that life is extremely complex and continuously changing. Therefore, it follows that the ABE program should be oriented toward the things that are important today and not waste the adult's time learning things of importance fifty years ago but are no longer relevant.

Another valid argument for examining the problems of contemporary society is that the adult is more likely to learn when he can recognize the similarity between every day life experiences and the educational experiences he is encountering.

Recommendations from Subject-Matter Specialists

This appears to be the source most often used in education since most textbooks are written by specialists. Subject-matter specialists are important sources of objectives; yet, too often, they devise their objectives on the assumption that everyone is going to be a specialist in that particular subject-matter area. Rather, they should ask themselves, "What can my subject contribute to the education of people who are not going to be specialists in this field of endeavor?"

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[*] The remainder of this paper is based on Ralph W. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago: The University of Chicago Press, 1949).

Selecting Relevant Objectives

As ABE personnel analyze the aforementioned source of objectives, no doubt, a long list of them will be developed. It, then, becomes necessary to select from the "multitude" of objectives those that are most important and readily attainable. The best method for doing this would be to subject the long list of objectives to two screens: philosophy of education and psychology of learning.

The educational philosophy of the ABE program, as stated by its personnel, should contain the values that are considered most important. The objectives selected should reflect those values.

Likewise, what is known about psychology of learning would restrict the list of attainable objectives. For example, basic attitudes and personality are extremely difficult to modify, especially in the short period of time the adult is exposed to the program. The objectives selected should be realistic; i.e., attainable by the clientele.

Stating of Objectives

Much has been written about behavioral objectives in recent years including the pros and cons. However, it would seem reasonable to assume that from the viewpoint of the program, the important thing is what happens to the adult student. How is he expected to change? What new behavior should he be able to exemplify having gone through the program? Consequently, correctly stated objectives should identify, as a minimum, the following things:

1. The learner.
2. The behavioral change desired.
3. The content area in which the behavior is to transpire.

This differs from the traditional approach in that the emphasis is placed on the learner and the desired changes in his behavior, rather than on what you as an instructor intend to do.

Selecting Learning Experiences

What is a learning experience? It is the situation provided in the educational environment to which an adult can react. Learning takes place through the active participation of the adult student. Remember! He learns best by what he does, not by what the teacher does.

Learning is a personal. The important thing is what happens to the adult learner, not the teacher. What must the adult experience in order to change his behavior? This is far different from deciding on methods. Methods are important, but before adequate decisions can be made on methods, one must decide on what the adult learner must experience in order to change. The essential means of an education, then, are the experiences provided that enables the learner to become an active participant, not just being exposed to information.

At this point, the objectives have already been established; therefore, the criteria for selecting the learning experiences have also been established. The program must then provide for learning experiences that will enable the learner to practice the kind of behaviors that are implied in the stated objectives.

Organizing Learning Experiences

In order for educational experiences to produce a cumulative effect, they must be organized so as to reinforce each other. This organization should revolve around three criteria: continuity, sequence, and integration.

Continuity means that over a period of time there are sufficient opportunities for practicing desired skills. One exposure may not suffice.

Sequence goes one step beyond continuity. Something can recur again and again at the same level without progressive development. Therefore, it is essential that each skill build on the preceding one and go more broadly and deeply into the matters involved.

Integration refers to the developing of skills so that they do not become isolated lists of behavior, but provides the opportunity for the learner to see the application of what is being taught in many areas.

Evaluating the Program

The fourth phase of program development should be that of providing for evaluation. And the evaluation should be in line with the stated objectives. How well did the adult learners achieve the behavioral changes that were implied in the objectives? It should be a continuous process, not something isolated at the end of the program cycle.

Summary

Most of the emphasis in this paper has been placed on the establishment of appropriate objectives. This is necessary since the objectives selected provide the base for selecting everything that follows; e.g., materials, techniques, evaluation procedures, etc.

Program development should be viewed as a continuous process. As objectives are determined, learning experiences are provided, materials tried, results appraised, inadequacies identified, and improvements indicated, there should be replanning, redevelopment, and reappraisal. In this kind of continuing cycle, it is possible for the program to be continuously improved over the years.

APPENDIX C

SERVICES OF ADULT BASIC EDUCATION

By

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Education is a continuous process of learning and adjustment. It is ageless and adaptable to all ages and classes. The most effective educational procedures are based upon serving the needs of the learner immediately and ultimately.

The American system of formal education is so organized that the program for early education stresses the materials needed by children for survival, the program for adolescents provides for life preparation, the program for early adulthood prepares for a vocation or the making of a living. What we are now calling Adult Education is a never ending process and is geared to making a life. There are many objectives for this program, such as refresher courses, introduction of newer knowledge, preparation for a change of vocation, acquaintance with the mass of newer and evolving knowledge and finally the recycling of the learner for each new age thrust.

Currently, there is much emphasis on the relevancy of education. In adult education such emphasis is basic. There is no "captive audience". Participants in adult education attend because of their desire to get certain definite facts, information and skills for which they have a felt need.

Unless the adult education teacher can retain the interest of the learner, his efforts are unproductive. The philosophy of education for the adult teacher is not *didactic* but rather *heuristic* where the aim is to cultivate in the learner a moment of discovery of self or others, or of things. It aims at fostering intellectual habits rather than the mastery of a specific control or skill.

Our automated society is causing constant change in the skills and social habits of adults. Newer technical skills are displacing workers who are not retrained to utilize the newer skills. At times the accumulated knowledge and successes of the past may become obstacles and deterrents to progress. Newer outlets are needed. In addition to newer approaches to work, there are newer needs for the worthy and intelligent uses of the new leisure. Most adults are not well oriented to the uses of leisure time. Few have many hobbies or interests for cultural or physical activities that may serve to recreate them for the newer ways of living. So many new interests are now available if only the individual is able to appreciate and appropriate them.

The new technology of adult learning is well expressed by Malcolm S. Knowles in his volume entitled, "The Modern Practice of Adult Education". It is not *pedagogy* it is rather *andragogy*. Most educators are oriented toward pedagogy which means specifically the art and science of teaching children. The basic concept is that the purpose of education is the transmission of knowledge. Skillful adult educators know that they cannot teach adults as children traditionally have been taught. Today, adult-educators are developing a distinctive theory of adult learning.

According to Knowles, this new technology is being given a new name, "andragogy". This term is applied to the art and science of helping adults learn. The emphases are based upon self-conception, experience, readiness to learn, immediate application of learning to problem solving. In this new orientation, the adult education teacher is not an authoritarian director but a fellow learner who shares with the group, gives directions and serves as an interpreter. Learning is active and not static. Each learner shares in the program and makes use of what knowledge or skills he can use.

Adult Basic Education programs make use of individualized instruction of subject matter selected for its interest and immediate utility to the students. The teacher's role is that of diagnostician, prescriber and leader. Real problems are presented and worked out, classes are organized along non-traditional lines and many of the more successful ones are organized as learning laboratories.

There is no limit to the number of people who serve as adult educators irrespective of their recognized status or profession. Any persons or groups that have some responsibility for helping adults to learn, be they clergymen, editors, social workers, professional organizations, clubs, PTA'S and the like, are adult educators. Their mission is to operate activities for mature men and women which engender enthusiastic response. Individuals should be motivated to set goals for themselves. The need to be able to function successfully in today's world is very important whether it is recreational, economic, social or political. Obsolescence is ever a threat to yesterday's goals. How to use what one has learned in preparing to adjust to newer and involving situations is the task. A new appreciation of motivation is needed. As we grow—we keep on growing up and out. Self reliance, toleration, originality, broad interests and growing awareness are ever goals to be pursued.

There are no grades. Pass-fail is not a part of the program. All proceed at their own rate. What they can use they accept. Each learner is on his own as each participates and learns.

Adult Basic Education evolved from the literacy and Americanization programs of the 1960's. Emphasis was placed upon learning to master the task of communication. It stressed a core of concepts and information. It included health, education, consumer education, social service, science, civic and personal-social concepts. The student's immediate needs and attitude changes were regarded as vital.

The ABE program today assumes that much of the information which has been learned in the first seven years of school has been forgotten and that which is important and useful has been retained. The program stresses adult needs and responsibilities. It is assumed that learning that is relevant to adults can be learned in a shorter period than the six years now assigned to elementary education.

"For many years educators have been saying that classrooms should be laboratories for learning and that much of the learning should take place in an individualized situation. In some few elementary schools, the learning laboratory concept is applied. But it is reported as the principle approach to skills and information instruction in the best ABE programs in Florida, New York, Georgia, and other states according to the state supervisors of adult basic education. If such an approach works with such school systems' second attempts then perhaps it would work on the first attempt in the upper elementary grades."

Adult education provides not only a chance to prepare for tomorrow but more importantly a chance to prepare for today. Especially important in such a program is viable information on consumer education. How to protect one's self in the midst of inflation, rising taxes, medical bills and housing is vitally important.

The White House Conference on Aging in 1971 pointed up many opportunities which the educational programs should be concerned with. The Declaration of the Aging Rights truly is a bill of rights for all adults. Adult educators must ever remind themselves that the average person does not lose his ability to memorize or his capacity to think as he grows older. Dr. James E. Birren, much honored psychologist, has made many studies dealing with the aged and has reported that the average person need not expect a typical deterioration of mental functioning in his later years. The expectation is that given good health and freedom from cerebral vascular disease and senile dementia, individuals can expect mental competence to remain at a high level beyond the age of 80.

The challenge of adult education may well be stated as of prime importance to today. Society cannot wait for the next generation to solve the problem. The future rests with the intelligence, skills and good will of those who are now the voters and the determiners of our destiny. Adult education can help qualify those who control the ballot today. As we improve these adults, we improve society now and for the future.

Life today is complex, difficult and ever changing. There is room for new data and a new attitude toward old data. Adult education is not a panacea for all that ails adults but it can set the stage and create a climate in which the adult can feel at home or capable of making needed adjustments as they arrive. It is valuable for their mental health as well as for giving them the tools needed for successful living.

Adult education means many things to many people. ABE is addressed to the core essence of life and living here and now. It is versatile. It is geared to today. All learning is its field. It is a needed key to open the door to a richer and fuller life.

The extension of the life span for the average American has forced persons interested in physical health to place emphasis on the diseases and medical problems of the older citizens on a par with problems of the very young, thus GERIATRICS is finding a place besides PEDIATRICS. Adult education, likewise, is now coming into its own as a major field of study. Today, many colleges and graduate schools are offering courses in phases of adult education and are granting both master's and doctor's degrees for research in the area.

The federal government has manifested great interest in the field as the United States Office of Education has made many grants to encourage higher educational institutions to offer courses and to conduct summer institutes for the education of prospective adult education teachers.

Alabama State University, at Montgomery, is one of the institutions in the forefront of pioneering in a dynamic program of Adult Basic Education. Its 1971 summer institute stressed developing management skills in ABE personnel, crucial problems in consumer education, vital issues in health and nutrition, identifying and using community resources and agencies and inter-personal relations. More than 100 participants drawn from various states were in attendance. A staff of consultants representing the office of HEW, the State Department of Education, the Southern Regional Education Board and other specialists conducted the Institute.

The enthusiasm of these workshops has become contagious and the good news of continuing education is being spread nationwide.

A LEAD ARTICLE in the March, 1972, issue of CHANGING TIMES is entitled "Now More Grownups are Going Back to School". It gives as reasons that they are seeking new ideas, new skills, new horizons and sometimes just new friends and fun.

APPENDIX D

COMMENTS ON ADULT EDUCATION TRAINING

Staff Development
and Sacred Cows:

by

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Communication and Education Services, Inc.

and

Charles E. Kozoll
Southern Regional Education Board

Now is the time to kill a number of sacred cows. Most of them are called tradition.

Relevant and economic staff development activities in adult education require that you look at the available resources in different ways. Responsibilities must be shared among institutions and individuals. What all concerned with this activity should look for are the best methodologies for meeting training needs. There is no one method, individual, or institution that can be used in all instances. Over reliance on one form has jaded too many staff development efforts, forcing higher educational institutions, for example, to assume too much of the burden.

Reliance on one form of staff development exclusively is unsystematic and often costly, for the staff needs change as the progress grows and as program patterns become fixed. The responsibility and the focus of a flexible staff development are better determined when responsibilities are shared among a variety of different groups. The keys to successful programs in staff development are:

. . . Availability to personnel within proximity to their work;
. . . Availability of participants to devote strength and time to the program;
. . . Availability of adequate training resources for the program.

A macro-approach to the problem is to have definite program goals tied to staff development, while at the same time the coordinator of a successful staff development program can never be satisfied; he always asks of himself and of his staff the questions: "would another training method serve the staff needs better?" or "should I have had a different information base or different strategies in reaching my decisions?" He will inevitably look to goals, resources, and strategies.

Strategies For Using Resources

Here is where the departure from tradition occurs. Taking a cue from industrial and government training programs, it is best to consider the short-term objectives of a training program, rather than extended efforts. With this approach, one or two needs or problems, which can be handled through a training session, become the basis of a one-day, two-day or even two-week workshop. These short term experiences should be the basis for stimulating persons to go on for more intensive examination and greater personal growth centered activities.

Bearing in mind the limited amount of time persons have for their own professional development, the administrator of a staff development program can characterize the available forms according to the needs, skill level and time constraints of the potential participants. A typical typology of training forms might be:

(a) short in-service seminar—very practical with one or two subject areas based on the immediate needs of the training group;
(b) two-week institute—broader in scope, five to six areas of concentration with an emphasis on developing administrative skills;
(c) credit courses—a general orientation to a body of knowledge related to the field;
(d) non-credit courses—designed to provide needed skills in improvement of present practices, or to learn skills not related to formal instructional practices; and
(e) degree programs—designed to develop a high level of expertise in a specific field.

This typology makes credit courses and degree programs only one of a number of alternative routes which the coordinator of staff development activities can take.

By using this rather egalitarian approach, the coordinator can also vary the types of staff involved in the training programs. When meeting staff needs are paramount, institutional restraints on the direction to be taken can be loosened. The crucial question becomes which people would be best at this type of session, and the answer could range from a successful student to a school superintendent to a state department of administrator to a professional teacher to a janitor and even a higher education faculty member.

The third advantage to this approach is that staff members can participate in training programs regardless of their certified educational level. A paraprofessional and an accredited teacher with similar training needs could sit in on the same workshop or seminar. Although their ultimate staff development directions may be different and one might move at a more rapid pace, at some point their needs are the same and economy would dictate that they be trained at the same time.

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The final asset of breaking tradition is that questions of capability and time allocation can now be asked. When tradition rules, the college professor teaches, the state department of education staff administrates, and the teachers listen. When needs and economy are foremost, that order is not relevant. Questions about the most useful way to exploit higher educational talent (and this includes graduate students) can now be asked. A second question to be directed to state department of education personnel concerning their ability to both analyze staff and program strengths and weaknesses and conduct short training sessions to deal with them. A third type of question could be directed to local teachers and coordinators with long experience in the field and challenge them to act as trainers in their home areas.

Conclusion

What this approach allows is questions to precede structure. The coordinator of staff development activities is not bound to do things in a fixed pattern, but can experiment with a variety of forms, with a limited amount of time available and with the variety of resources within reach. He sees the need for continuous training for his staff and is capable of analyzing what their skill levels are and fitting the training to them rather than asking the staff to bend into a pre-established structure. There is often an administrator tendency "to escape from freedom." Slotting staff into the structure of credit courses, the structure of degree programs, the structure of two or three long in-service meetings a year is unexamined loyalty. Playing the role of manipulator is challenging creativity.

APPENDIX E

by

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SOME PROBLEMS WHICH A NEW SUPERVISOR FACES

–ANTICIPATED OR NOT ANTICIPATED–

So you're a new supervisor! All required courses have been completed, the State Division of Teacher Certification issued you a supervisor's certificate, you have expertise in all subject areas, you have rapport with the powers that be and there's nothing but "smooth sailing and success" ahead as you graciously announce to your staff, "I'm your supervisor."

Allow me to rescue you from future shock by mentioning only a few of the difficulties which one might encounter before he or she reaches the supervisory utopia.

The route by which the supervisor reached the position determines to a great extent the kind of problems which he may face. If he is promoted from the ranks, of necessity he must choose his words well and guard against any behavior that could be mistaken for assumptions of superiority.

If a supervisor is brought from the outside, care must be taken to see that feelings of antagonism, suspicion, distrust, or that he is out to make a name for himself, are avoided.

Then, there are prevalent problems irrespective of the manner by which one is promoted.

If staff members get the implication that the supervisor feels that he owns the program, that he'll never make mistakes because he is new, or that he needs no suggestions from the staff, a division in the program is inevitable.

Full support of a program might be hampered if the new supervisor fails to let the older and more experienced supervisors know that he intends to make use of their experience and knowledge.

Problems are certain to appear if the new supervisor attempts to judge his predecessor, the program, or the staff. Instead, some of the first and most important things to do would be to put the staff at ease, look for the good qualities, accentuate the positive, and refrain from drastic immediate changes.

"Listen more and talk less" is sound advice for any new person who is entering supervision and lacks information about the job. "Wild" statements made on the basis of lack of information places the new supervisor in a most unfavorable position. Then, too, if the neophyte supervisor talks most of the time, he stands less chance of becoming familiar with the program.

It is very easy indeed for the over anxious beginner to attempt to tell his staff which problems are important, or to build up a caste system in the faculty—either or both is sheer disaster.

So far, you haven't experienced any of these problems? Very good! But there's more to come yet. For example, has your personality changed as a result of your promotion? Have your responsibilities interfered with your relaxed manner and your friendships? Or has hurriedness and restlessness begun to appear in your actions? Are you careful about the type of statements that you make, or do you carelessly make statements which could be easily misunderstood if taken out of context?

Wiles states (and I agree with him whole heartedly) that persons in positions of official leadership have found themselves in difficulty in the past because they have operated on the basis of false assumptions about the nature of human beings, human groups, communication and learning. Some of these false assumptions are:

(1) False: Appointment of a status position gives one leadership. True: Leadership is earned and does not come automatically with title.

(2) False: Communication follows the organization chart or the picture of someone's wishes. True: Unless supervisors recognize that decisions are made in informal situations, and unless they discover the real channels of communication, chances are they will be ineffective.

(3) False: Loyalty is to persons rather than ideas. True: A concept of loyalty that requires that a person must agree with the official leader on all issues leads to disruptions of the group.

(4) False: Staff members should adjust to the official leader. True: Leadership is bestowed by a group upon an individual who is sensitive to the feelings of its members.

(5) False: Feelings are not important. True: Unless a supervisor attempts constantly to place himself in the other person's position and to see how action looks from there, his leadership is in jeopardy.

(6) False: Administration is decision making. True: It is only when supervisors begin to discover that sharing decisions is a more effective way to release the power of a group that they see a different function for the leader.

(7) False: The status-quo can be maintained. True: When a supervisor tries to keep the program as it is and disregard the fact that people change day by day, he is attempting the impossible.

(8) False: People can be told what their problems are. True: People must believe there is a real problem before they are willing to give their full energy to a project.

(9) False: People grow by being told. True: When they want help on a problem, and when they discover a solution by reading or by talking with

someone of their choosing, they learn.

(10) False: People can be forced to be democratic. True: Democracy cannot be achieved in a staff by autocratic means. Securing staff participation is a gradual process in which the official leader continues to offer to share decisions he has the authority to make.

In many systems, the new supervisor is given the responsibility of many programs without proper orientation for either. And unless a detailed schedule of activities is set up, frustration might be the end results.

It becomes a problem, too, when a young supervisor is evaluated or judged by the standards which were set by the predecessor. This problem becomes more acute if the retired supervisor resides in the same city and is both bitter about retirement and critical of everything and everybody.

Unless care is taken, people will go to either one or the other extremes socially. Some feel that since you have been promoted all social ties must be severed; others, at the opposite extreme, make it a point to let John Q. Public know that they are on first name basis with the new supervisor. Either extreme can be disgusting, to say the least.

The new supervisor is constantly being judged by fellow officials to determine whether he is a threat academically, performance wise, and every otherwise. If there is the feeling that one's position on the "ivory tower" is threatened by exhibited efficiency of the new supervisor–that's tough.

In a recently integrated school system or community, a new supervisor might anticipate problems from the opposite ethnic group–this anticipation could well be false. One of the things that you don't expect, but one thing that you encounter, sometimes, is a problem from one's own ethnic group with the origin, of course, being jealousy.

For the new supervisor, not knowing where to get certain information or simply how to prepare certain reports can become a source of great frustration. It is assumed that the beginning supervisor knows, and because this is the assumption, pride will prevent the asking of questions. The results–genuine conflict.

Unless *all* new supervisors know why they were chosen to be a supervisor in the first place, they might well be like the persons mentioned here:

A former heroin addict, a resident of Harlem, testified that he became an addict "in order to shut my nose to the smell of urine in the hallways; to shut my eyes to the garbage under foot; and to shut my ears to the police sirens in the street." But a high school senior from a privileged home in Westchester County says he uses the stuff for three reasons: "Because it's there; because I like it; and because it's a good way to tell the older generation to go to hell!" And a college junior in a women's college says she takes her weekend "trips" in order not only to escape the boredom and irrelevance of college life, but also to discover her own real nature.

The new supervisor must know that assistance in the development of more effective learning situations for the learner is his primary function, and the measure of his success lies in the worthwhile change he is able to effect.

Finally, the beginning supervisor faces the problem of evaluating himself. This need for evaluation is both personal and professional. How can the supervisor judge himself? According to an authority, two phases, at least, should be examined carefully and constantly: How well does he manage his activities? What are the results he achieves?

The following questions might serve as a checklist in the management of activities:

(1) Do I set up a schedule of activities for each week? for each day?
(2) Am I flexible in my schedule without becoming disturbed?
(3) Do I get upset when my plans don't go as I hoped?
(4) Do I check off the things I've accomplished?
(5) Do I get my feelings hurt?
(6) Am I able to take criticism?
(7) Am I able to put myself in the other person's position?
(8) Am I making a sincere effort to learn more about the staff?
(9) Do I consult those who will be affected by an action before I take it?
(10) Do I live up to commitments?

Undoubtedly, unless the beginning supervisor knows that any administrator faces dilemma occasionally, unless he knows what a teacher really is, and unless he follows some leadership code, the entire process of supervision will be an unsolvable problem.

The Administrator's Dilemma

If he's friendly with the office personnel, he's a politician.
If he keeps to himself, he's a snob.

If he makes decisions quickly, he's arbitrary.
If he doesn't have an immediate answer, he can't make up his mind.

If he works on a day to day basis, he lacks foresight.
If he has long-range plans, he's a daydreamer.

If his name appears in the newspapers, he's a publicity hound.
If no one has ever heard of him, he's a nonentity.

If he requests a large appropriation, he is against economy.
If he doesn't ask for more money, he's a timid soul (or stark mad).

If he tries to eliminate red tape, he has no regard for the system.

If he insists on going through channels, he's a bureaucrat.

If he speaks the language of education, he's a cliche expert.
If he doesn't use jargon, he's illiterate.

If he writes for the educational journals, he's neglecting his work.
If he has never written an article, he hasn't had a thought of his own for twenty years.

If he is late for work in the morning, he's taking advantage of his position.
If he gets to the office on time, he's an eager beaver.

If the office is running smoothly, he is a dictator.
If the office is a mess, he's a poor administrator.

If he holds weekly staff meetings, he's in desperate need of ideas.
If he doesn't hold weekly staff meetings, he doesn't appreciate the value of teamwork.

If he spends a lot of time with the Board, he's a back slapper.
If he's never with the Board, he's on his way out.

If he goes to conventions, he's on the gravy train.
If he never makes a trip, he's not important.

If he tries to do all the work himself, he doesn't trust anybody.
If he delegates as much as possible, he's lazy.

If he takes a briefcase home, he's trying to impress the Board.
If he leaves the office without any homework, he has a sinecure.

If he enjoys reading this description, he's facetious.
If he doesn't think it's clever, he's entitled to his own opinion.

The Poem of Administration

"He hath no enemies, you say?
My friend, your boast is poor
He who hath mingled in the pray
Of duty, that the brave knows
Must have made foes, if he has none,
Small is the work that he has done.
He hath hit no traitor on the hip
He hath cast no cup from dentured lip,
He hath never turned a wrong to right.

He hath been a coward in the fight."

What Is a Teacher?

Between the innocence of infancy and the dignity of maturity, our children fall under the influence of a group of people called teachers.

Teachers come in assorted sizes, weights, and colors. They have various interests, hobbies, religions, and beliefs; but they share one creed: to help each child to reach the highest possible degree of personal development.

The teacher is a composite. A teacher must have the energy of a harnessed volcano, the efficiency of an adding machine, the memory of an elephant, the understanding of a psychiatrist, the wisdom of Solomon, the tenacity of a spider, the patience of a turtle trying to cross the freeway in rush-hour traffic, the decisiveness of a general, the diplomacy of an ambassador, and the financial acumen to a Wall Street wizard. She must remember always that she teaches by word, but mostly by precept.

A teacher may possess beauty or grade, or skill; but mostly she must possess love—a deep abiding love of, and respect for, children individually and en masse. She must love your little girl who has the song of a bird, the squeal of a pig, the stubborness of a mule, the antics of a monkey, the spryness of a grasshopper, the curosity of a cat, the slyness of a fox, and the mysterious mind of a woman.

She must also cherish your little boy who is inconsiderate, bothersome, an intruding bundle of noise with the appetite of a horse, the digestion of a sword swallower, the energy of an atom bomb, the lungs of a dictator, the imagination of Paul Bunyan, the shyness of a violet, the audacity of a steel trap, and the enthusiasm of a fire cracker.

A teacher must teach many things; reading, arithmetic, spelling, geography, music, art, health. She must also manage during her six and one-half hours to teach manners and morals to children whose parents have despaired of the task during their seventeen and one-half hours.

A teacher must possess many abilities. She must not mind explaining for the last time the intricacies of two-place multiplication to the whole class, then explaining it again to one child who wasn't listening. She must learn to judge between encouraging and punishing a child. She must sense what decisions to make and which must be made by the child. She must be a steadfast person without being inflexible, sympathetic without being maudlin; loving without possessing. She must live in childhood without becoming childish; to enjoy its great joys, satisfactions, its genuine delights, while understanding its griefs, irritations, embarrassments, and harassments.

A teacher must, each year, send thirty children to another teacher—proudly, lovingly, sadly—and await thirty more with ready wit, love and eagerness. She must do all this while worrying about how to pay the utility bills, what to have for supper, whether her baby has the chickenpox, if her lesson plans will meet the supervisor's requirements, how Mrs. Smith will take the lower grades on Johnny's report card, where to get the extra money for summer school and who took the dime from Susie's purse. For this you pay her more than the garbage man, but less than the garage mechanic; more than the grocery clerk, but less than the postman; more than the ditch-digger, but less than the trucker. The most amazing thing about a teacher is that she wouldn't trade jobs with anyone she knows. She likes to teach!

Leadership Code for A Supervisor

1. I am a teacher of teachers. I try to live up to the standards held by all good teachers.
2. As a teacher, I am a leader. Leadership is necessary. A leaderless society is anarchy and chaos. It is not morally reprehensible for me to set myself up as a leader or to accept with pride the leadership that has been entrusted to me.
3. My first responsibility is to the community which created the school I serve. I must carry out the wishes of this community.
4. My second responsibility is to the teachers with whom I serve. I am their leader. I must help them to stand on their own feet. I am obligated to lead them. I am not an armchair referee or a special serviceman subject to call.
5. My basic procedure for leadership is persuasion rather than coercion.
6. I am an expert on supervision, not a boss. It is my competency that entitles me to leadership.
7. I recognize, however, that there are degrees of competency and, hence, a hierarchy of leadership. I resign my leadership whenever I meet persons more competent than I to lead. This includes citizens, parents, board of education members, superintendents, principals, teachers, and children.
8. I have faith in reason as a means of solving problems.
9. I accept Hebraic-Christian values.
10. I believe in the infinite value of man. The fact that I am a supervisor does not mean that I am a superior being. I am nothing more than a specialist among specialists. My skill lies in teaching teachers. The teacher's skill lies in teaching children. Who can say one is more significant than the other?

So you're a new supervisor! All required courses have been completed, you hold a supervisor's certificate, you have expertise and rapport. Now that you are aware of some problems, anticipated or not anticipated, which might arise, you should be prepared for the somewhat *rough* sailing and success ahead as your staff accepts you as their friend and supervisor.

APPENDIX F

THE ROLE OF GUIDANCE AND COUNSELING IN ADULT BASIC EDUCATION

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Guidance is an organized body of services developed and designed to assist persons in the improvement and planning of one's social, emotional, vocational and educational needs. Improvement means remediation therapy and problem solving. Planning means preventing serious difficulties. Guidance consists of a series of basic services. These services are:

1. A careful study of the individual
2. An informational service
3. Counseling
   a. Academic
   b. Vocational
   c. Personal
   d. Social
4. Placement and follow-up
5. Coordination of the home, school and community influence
6. Assisting the school staff
7. Special services
   a. Research
   b. Evaluation

In any effort to examine more profoundly the role of Guidance and Counseling in Adult Basic Education, it is necessary to review the purposes of guidance.

Purposes:

1. Guidance helps to uncover, develops and utilize human talent capacity.
2. Guidance provides for the individualization of education.
3. Guidance helps persons to seek self-fulfillment to societal and cultural purpose.
4. Guidance contributes to the extension and effective utilizations of individual freedom.

Adults like adolescents are faced with new and varied situations each day. In fact, the challenge of the 70's indicates that adults will perpetually be faced with conflicts that require professional guidance and counseling to help them meet the demands. The problems of society causing conflict are:

1. Urbanization
2. Equality for minorities
3. Economic segregation
4. Rising wealth incomes
5. Poverty disparities of distribution
6. Pollution of the environment
7. Narrowing opportunities for low skilled workers to earn living wages
8. Congestion and inconvenience of urban transportation
9. Substandard housing conditions
10. Growth of crime
11. Disunity between cities and the suburbs
12. Migration from rural community to larger cities
13. Political breakdowns
14. Dissatisfaction with institutional arrangements—especially in education
15. Severe budget strains at state and local levels for dealing with the ills of our times

Imperatives in Adult Education

It appears to this writer that when the imperative of adult education are fully clarified, guidance will be in a better position to help meet the needs of individuals seeking Basic Adult Education.

What imperative?

1. A national perception of adult education is needed.
2. A coherent curriculum is needed to provide sequential development.
3. Better trained personnel is needed.
4. College and universities need to expand their research facilities.
5. There is a need for better leadership.
6. More funds are needed for research and program development.

Planning Adult Activities

In planning adult activities one must keep in mind the purpose and to what extent it is being used in a learning procedure.

In planning, one must first realize that the most important aspect is the persons for whom we are planning the activity for. Our next step is to insure that it will be a learning situation so that the person may gain great benefits from the experience.

Six basic steps should be used as a guide upon which to build:

1. Identify a common interest or need of those who will participate.

2. Develop topics.
3. Set goals for the learning activity.
4. Select appropriate resources
5. Select appropriate educational techniques and sub-techniques.
6. Outline each session and the various responsibilities to be carried out.

Some principles for guidance in creating a favorable situation for adult learning are:

I. Principles pertaining to the general socio-psychological conditions for effective formal instruction.

1. A balance must be maintained between the various types of socio-psychological interactions which insure that most of the energies of adult students and instructors are channeled into problem-solving and task interactions.
2. The psychological tension level of adult learners must be established and maintained at that level which permits the release of energy into problem-solving and task interactions at a rate required by the learning tasks and objectives.
3. Group pressure and norms which develop to regulate the behavior of adult learners must be guided and controlled by the instructor to make certain that they do not inhibit full participation in the instructional enterprise.
4. Adult learners must assume full responsibility for their participation in the instructional enterprise in a manner which provides the most effective contributions toward achieving the instructional goals.
5. Disruptive behavior by an adult learner must be perceived by the instructor and other members of an adult instructional group as a manifestation of a deficient learning situation until other data show conclusively that the behavior results from some form of deviate personality organization.

II. Principles pertaining to interactions

1. Instructional goals proposing new behavior for adults must be formulated in keeping with the personal needs and life situations of adults participating in formal instruction.
2. The gratifications or rewards adults experience informal instruction situation must result primarily from the acquisition of new behaviors rather than from gratifications received from prestige, influence, and friendship interactions.
3. The development of multiple learning goals for adult instruction

must be permitted to the point (1) that the group is still able to function effectively as a group, and (2) that the fulfillment of individual learning needs is promised.

4. Cooperative (rather than competitive) problem-solving interactions must be developed between adult learners if the probabilities for the achievement of instructional goals are to be maximized.
5. The problem-solving interactions between adult students must provide for the use of objective, public method for evaluating learning progress.

III. Principles concerning the guidance and control of decision-making interactions.

1. The authority and decision-making interactions between adult students and the instructor must be such that the adult students do not experience a loss of adult autonomy.
2. Adults must be free to decide to leave a formal instructional group whenever the learning experiences fail to contribute to their personal needs or to the problems present in their life situations.
3. The instructional and evaluation procedures used in adult instructional groups must be assessed and then accepted or rejected by the adult students themselves to whatever degree they possess knowledges and skills to make these decisions.
4. Adults must be free to assess and reject or accept the expert knowledge of the instructor in light of the realities of their experiences.
5. The level of aspiration or amount of learning proposed for a given time for an adult instructional group must represent a decision which reflects the feelings and wishes of the adult members.
6. Decisions to change the aspirational level for new learnings should be based on interactions which reevaluate the instructional enterprise in light of the learning progress actually taking place.
7. Dependency relations between adult students and instructor must be permitted and maintained only so long as a student does not possess the skills for successfully performing or accomplishing a given learning task.
8. Adult learners must be free to decide whether they can or cannot effectively take part in a given learning venture.

IV. Principles concerning social influence interactions

1. Adult students must be able to influence the kind of learning goals chosen for the instructional group as a means of making certain that these goals take account of their needs and problems.
2. The instructor must not use his authority in a coercive or arbitrary

manner should adults disagree with proposed learning goals or instructional procedures.

3. Adult learners must be free to influence the character direction of the problem-solving and task interactions of the instructional group whenever they possess the skill and inclination to do so.
4. Aggressive reactions by adult students to the ideas, values, and actions contained in the instructional activities must be permitted by the instructor.

V. Principles concerning social acceptance and personal evaluation interactions.

1. Adult students must have full social acceptance by the instructor and fellow students for full release of energy for learning.
2. The learning tasks designed for adult students must be commensurate with the study skills they possess so as not to confront them with a situation in which a loss of personal esteem is likely to result.
3. Adult students must be given an opportunity (devoid of loss of personal esteem and social acceptability) to realistically determine their present level of development with respect to a proposed learning goal.
4. No disrespect must be shown to adult students who feel that they are unable or not "ready" to participate in a learning venture. (This must be a group standard about participation.)

VI. Principles concerning informal, private interactions.

1. Adult students must be free to have informal, private interactions with one another whenever the content of these interactions are concerned with experiences resulting from the problem-solving and task interactions.
2. Informal, private interactions must lead to the correction of personal disturbance of individual students rather than to the development of hidden, organized resistances.
3. The instructor must encourage individual students to share the content of the informal, private interactions with him and other students.

Bergevin, Morris, and Smith state that there are fourteen techniques and six subtechniques in which adult educators can best structure learning situations although, each technique may not apply to all situations. But, we must first define our problem before applying a technique. Each technique is not definite or inflexible. But one who uses them wisely should be able to adopt and adjust them to any situation that may occur.

Fourteen Educational Techniques:

1. Colloquy
2. Committee
3. Demonstration
4. Field Trip
5. Forum
6. Group Discussion
7. Interview
8. Panel
9. Quiet Meeting
10. Role Play
11. Seminar
12. Speech
13. Symposium (Ancient Concept)
14. Symposium (Modern Concept)

Six Subtechniques:

1. Audience Reaction Team
2. Buzz Session
3. Idea Inventory
4. Listening and Observing Groups
5. Question Period
6. Screening Panel

Educational aids may also be of significant value to a counselor in developing skills in Adult Basic Education. Where as he may be able to visualize and hear at the same time to gain a better insight in a learning situation.

Educational Aids

1. The Annotated Reading List
2. The Case History
3. The Exhibit
4. Films, Filmstrips, and slides
5. The Information Brief

Clinics, Institutes, and Workshops

Adults can learn much more effectively when engaged in a program which is designed to meet their needs. Individual participation is usually required in a meeting. These are:

1. *Clinic*—places emphasis on diagnosing and analyzing problems and seeking solutions to them.

2. *Institute*—an organized body of knowledge is presented to the learners or issues are raised for their consideration.
3. *Workshop*—emphasis is on improving individual proficiency and understanding.

To fulfill the role of Guidance and Counseling in Adult Basic Education each educator should keep in mind the dignity and worth of each individual and to know that needs and interests are interrelated. Generally, people learn what they are interested in and are motivated to learn—those things that are satisfying. Also, teachers must be taught those techniques that will stimulate or facilitate the learning process and use them efficiently and effectively.

APPENDIX C

THE PARAPROFESSIONAL IN ADULT BASIC EDUCATION

Curtis Ulmer
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Introduction

The adult basic education teacher has been assigned, without adequate philosophic orientation or professional retraining, the task of reforming American education by taking back those adults who were cast out of the system in their youth and providing them a basic education. Reform—because it is acknowledged by most educators that education tends to serve only one segment of American society. However, when the education of the *disadvantaged* is advocated without proper assessment of the problems of the disadvantaged in the total society, the charge to the teacher to reform becomes practically impossible.

The teacher operates within the socio-economic environment and within the educational system which is a major part of the problem. Without major changes in the sociocultural environment of the schools, much of teaching becomes a matter of transmitting information irrelevant to the needs of students and may actually slow needed educational reforms.

The charge to adult basic education teachers is meaningless unless the total educational program in the public school is committed to the general reform of attitudes and practices in the total educational environment. Hopefully, this can be expanded to the total community. While the adult basic education teacher can implement specific goals, he must work within the total institutional framework to bring about educational reform.

One problem of articulating need between sub-cultures is the lack of teachers from ethnic and minority backgrounds such as migrants, rural poor, Indians, Blacks and Chicanos. A related problem is the need for 'cultural interpreters' in the classroom where there are children or adults who come from an impoverished home. By definition, practically all adult basic education students come from such a background.

This position paper will be concerned with the need, training and uses of the paraprofessional in the ABE classroom to fill the needs addressed above.

The Paraprofessional—A Description and Definition

The use of paraprofessionals in adult basic education programs is a practice supported by the U. S. Office of Education, where they allow federal ABE funds to be used for their support. Also, a survey made by the National Education Association (*National Education Association Journal*, November, 1967) revealed that 19% of the nation's public school teachers were being assisted by teacher aides and that nine out of ten of those so assisted felt the aide program was worthwhile. Hale (*Administrators Guide to Training Paraprofessionals*, Prentice-Hall, Inc., 1972) suggests that a conservative estimate of the number of paraprofessionals in education exceeds a half-million. A study conducted by Greenleigh Associates in 1966 (*Greenleigh Study on Adult Basic Education*, Greenleigh Associates, Inc.) suggests indeed that the paraprofessional is a more effective teacher than the professionally trained teacher. This paper makes no such claim, but rather suggests that each has an important function in improving education in ABE programs.

Hale's definition (*Administrators Guide to Training Paraprofessionals*, Prentice-Hall, Inc., 1972), which defines paraprofessional by function, is useful. The paraprofessional is one who performs the following function in the classroom.

(1) whose duties consist of something more than just routine chores in the school;
(2) whose functions include some which have been previously performed by professionally trained and certified teachers;
(3) whose performance is supervised and evaluated by professional teachers and administrators; and
(4) whose future is "open" and not "locked-in" and whose current assignment can be a logical step in an upward ladder which can lead to career advancement, and possibly to full professional standing (with further education and training).

The Los Angeles City School Districts Personnel Commission (mimeographed paper dated September 11, 1968) defines an Education Aide II as follows:

> "Assists a department, grade level, or group of certified employees by performing routine clerical, manual, and monitoring duties supporting class or school activities; and/or through the school administrator, assists the school staff in improving and maintaining school-home relationships.

The Ohio Education Association defines the educational aide as "nonteaching employees in a school district who directly assist a teacher (certified employee) consistent with sound educational practices and procedures" (Ohio Education Association, *Recommended Guidelines for the Selection, Training, Placement, Supervision, and Continuous Progress Evaluation of Educational Aides*, Columbus, Ohio, 1970) which came from the Ohio Revised Code.

The definitions are appropriate and supports the belief that the use of paraprofessionals is gaining momentum. It seems, however, that in terms of ABE and the intent of this paper that an additional definition is in order. Incomplete perhaps, but defined in terms of the broad social and educational reforms required for successful ABE programs.

The paraprofessional is a person from the social, ethnic, or cultural minority reflected in a school's population and who becomes a cultural translator between the teacher and the student and whose duties include responsibilities for the instructional program as directed by the teacher, as well as facilitating communication between the community and the school.

Adult Basic Education Paraprofessionals

Historically, literacy programs have been taught by volunteer teachers. While most volunteer teachers have little in common with the present day paraprofessional, the use of non-professionals is well established by historical precedence. Laubach in his "Each One-Teach One" concept, has popularized the use of the volunteer tutor or teacher.

Present day demands and programs require a more systematic use of, and a more demanding role for, the paraprofessional. In addition to the clerical and instructional functions in the ABE classroom, paraprofessionals are increasingly being used in recruiting programs, school and community relations, home study programs, tutorial programs for isolated adults such as sparsely populated mountain regions, for block programs in urban areas and a host of related areas. The effective use of paraprofessionals requires a period of pre-service training and a continuing in-service program. Also, for the schools and society to properly benefit from the experiences and expertise of the paraprofessional, there should be opportunities for them to begin or continue their formal education towards professional certification. Without this opportunity, the paraprofessional may tend to see herself as 'locked-in' and as a recipient of 'school welfare'.

Training Programs for Paraprofessionals

Training programs for paraprofessionals generally take two directions, although they strengthen and support each other. First there is the pre-service and in-service programs conducted by the local school district and often the career program of professional education conducted by colleges and universities. This second program is known variously as a "Career Lattice Program", "New Careers" and a "Career Ladder". Often 'special' or 'sheltered' programs are conducted by colleges and universities in an innovative or experimental effort to reform professional teacher education.

It is not the intent of this paper to describe the various training programs other than to suggest the purposes. Pre-service programs are generally conducted to give orientation to the new paraprofessional and in-service programs are designed to increase the competence of the paraprofessional to perform his assigned task.

A career ladder for paraprofessional (aide) training involving both university and in-service training follows as an illustration of one school system's concept of paraprofessional training.

Conclusion

This paper has asserted that reform in education is required before the adult basic education program can reach maximum effectiveness and that the use of paraprofessionals is a step in the right direction. Further, the teacher cannot become the instrument of educational reform without additional insights into the cultural backgrounds of those adults she teaches. In addition to the obvious advantages of having a paraprofessional in the classroom, the 'cultural translator' role of the paraprofessional will be a first step in bringing about improved education for the adult.

APPENDIX II

TESTING AND EVALUATING IN ADULT BASIC EDUCATION

By

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Evaluation is one of the most controversial topics under discussion in adult education. One of the causes of the uncertainty and controversy which exist is the source or reason for conducting evaluation. On one side are the pressures which *force* one to evaluate—funding sources, legal requirements, professional associations, and others. The reader is surely familiar with such phrases as "age of accountability" and "performance based criteria". On the other side are those concerns through which a person *desires* to evaluate his efforts: "Am I doing the best that I can?" "Are my students learning?" "How can I improve my teaching next time?"

Regardless of why the adult educator engages in evaluation, he usually realizes that it is indispensible. Almost every aspect of the program—the participant, the teacher, materials, facilities,—must be continuously evaluated. If not, there is no way of determining if the program is really necessary or worthwhile.

Testing

In this discussion, the term "testing" refers to one technique of collecting data in order to determine whether a student is making progress. However, the reader should realize two things: (1) testing is only one of several different techniques which are equally important in the evaluation process, and (2) a test does not have to be an exercise performed with pencil-and-paper within a given time period as many educators believe. Most of the discussion in this presentation will center around initial placement procedures, with little reference to achievement testing. This seems to be the kind of information most adult basic education teachers need or desire.

It is common knowledge that adults differ in many ways: age, ability, experience, problems and educational background. Because of these differences, adult educators have stressed the importance of providing for individual differences in establishing a successful ABE program.

Like a baseball coach, the adult education teacher is faced with the challenge of placing his student in a position where optimum performance will be possible. How foolish it would be to assign third base to a player whose abilities are limited to pitching. Imagine how frustrated this individual would be. Likewise, the adult basic education student is frustrated when assigned to learning tasks which are not commensurate with his learning abilities. This illustrates the great importance of initial placement in an adult basic education program. Making the first step in the right direction in placing students can increase the quality of learning in the ABE classroom.

Some ABE programs rely on standardized tests to place each student. However, their indiscriminate use should be avoided in the initial placement phase of the program if at all possible. In most cases, they threaten and discourage adults with limited learning abilities, which produces negative perceptions of the program by those students. Instead, informal (teacher-prepared) devices should be used with new enrollees.

A good technique for alleviating the anxiety and apprehension adults bring to the new learning environment is to conduct a short and informal interview. Not only can rapport be established during this period, but also information pertinent to initial placement can be obtained, such as educational background and learning interests. If the interview reveals that the adult can read, write, and understand the English language to some extent, then an informal placement instrument may be administered.

One such instrument developed by the staff of the ABE learning center in Austin, Texas is in the form of an application questionnaire which is called the *Information Sheet*.

Questions or instructions range from simple ones, such as "What is your address?" and "What is the date today?" to more difficult ones like "Give me that information which you feel will be most helpful in aiding an instructor who is trying to prepare a program of instruction suited to your particular needs". A rough estimate of placement level and instructional materials is then made according to the student's performance in completing the Information Sheet.

Information obtained from tests like the one previously described can be placed in the student's file and used to analyze his strengths and weaknesses in reading, spelling, vocabulary usage, etc. Thus, the ABE teacher will have a base from which to launch an instructional program for each individual student.

An informal reading instrument is another way of determining a student's instructional level (the student's reading level at which instruction should begin). The teacher can easily design such a test by selecting graded paragraphs of 100 to 150 words from materials used in the local ABE program. Since the material tends to be more difficult toward the end of such books, it is preferable to make two selections from each text, one from the beginning and one from near the end. After paragraphs are arranged in order of difficulty, inferential, factual and vocabulary questions should be constructed for each one. Questions should be stated in plain and understandable language. Enough should be included to cover the entire content of the reading passage.

The student should then be asked to read each paragraph orally until he reaches the passage on which his word recognition errors do not exceed 5 per cent and his comprehension score is not less than 75 per cent. At this point he should also be relaxed and able to read with natural rhythm and proper phrasing. This is the instructional level. For example, consider a student who makes 5 errors in word recognition in every 100 words and answers 75 per cent of the questions correctly on a third grade level passage, but makes 10 per cent errors in word recognition on a fourth grade level selection. His instructional level is grade three. For initial success purposes, it is recommended that instruction begin one grade *below* the instructional level. Once initial success has been achieved by the student, instructional level materials should be used.

Types and patterns of errors made should be recorded for analysis later when difficulties can be located and dealt with. Word recognition errors that are caused by cultural factors should be left up to the examiner's discretion in determining the adult's instructional level.

Another informal way of gauging a student's reading level makes use of graded word lists. Such tests can easily be drawn up from the *Functional Reading Word List for Adults*, compiled by Mitzel.

In this technique, the student is asked to read orally from increasingly difficult lists until he reaches the list on which he misses more than 10 per cent of the words. This level is one grade above his instructional level. For example, a student that misses ten per cent of the words on a third grade list and twenty per cent of the words on a fourth grade list has an instructional level of grade three. Again, great caution should be exercised in considering errors that might be due to cultural deprivation instead of lack of knowledge.

Whether to use word lists or graded paragraphs will depend on each individual case. However, word recognition tests are often preferable as initial placement instruments due to their brevity. Oral and silent reading of paragraphs can be administered later in the program.

It is also recommended that informal tests be used in estimating the student's reading capacity level at the time he enters the program. This approach utilizes graded paragraphs that are read orally to the student. The passage where he fails to comprehend and answer questions orally is one grade level higher than his probable present capacity level.

The percentage standards recommended for the informal tests described above, should allow for flexibility in each individual case. The manner in which comprehension questions are stated and the types of pronunciation errors recorded should take into consideration the student's ethnic or geographic origin, native language, local dialect, procedures employed in reading, etc. In general, percentage scores should be viewed in conjunction with other factors that may influence the student's performance.

For evaluation purposes, informal placement tests can serve effectively as pre-tests. Later, student progress can be reassessed periodically by administering similar post-tests. Thus, the teacher has a continuous assessment of student achievement, which guides him in adapting instructional techniques and materials to student needs.

Achievement Testing

A number of standardized tests have been developed during the past few years for achievement testing in adult basic education. For a brief but critical appraisal of some of these tests, the reader is referred to Smith's discussion of these tests. However, it is helpful if the teacher gradually develops informal tests which are used earlier in the program in the same style as the achievement tests being used.

In other words, the student should become familiar with the *type* of question—multiple choice, paragraph comprehension, sentence completion—he will encounter on the achievement test. This is not only fair to the student, but also practical in helping to eliminate non-educational difficulties which are not a true measure of a person's knowledge or abilities. Tests must not be relied upon solely in evaluation of the ABE student's learning abilities. The teacher must develop other means to supplement tests in this critical, but needed aspect of the ABE program.

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